

# SHARP®

Oxford Dictionary of English  
Oxford Thesaurus of English  
Oxford Dictionary of Quotations  
Oxford Crossword Dictionary  
Oxford Puzzle Solver



MODEL

# PW-E500A

## ELECTRONIC DICTIONARY OPERATION MANUAL

	Page
• Getting Started .....	3
• Using the <i>Oxford Dictionary of English</i> .....	15
• Using the <i>Oxford Thesaurus of English</i> .....	18
• Using the <i>Oxford Dictionary of Quotations</i> .....	20
• Using the Solver functions .....	23
• Using the Super jump function .....	26
• Using the History function .....	28
• Using the Calculator function .....	29
• Using the Converter function .....	30
• Appendices .....	32
• Introductions to the Dictionaries .....	35

# Introduction

Thank you for purchasing the SHARP Electronic Dictionary, model PW-E500A.

The PW-E500A contains data based on the following dictionaries (see page 5):

- Oxford Dictionary of English
- Oxford Thesaurus of English
- Oxford Dictionary of Quotations
- Oxford Crossword Dictionary
- Oxford Puzzle Solver

After reading this manual, store it in a convenient location for future reference.

## NOTICE

- SHARP will not be liable nor responsible for any incidental or consequential economic or property damage caused by misuse and/or malfunction of this product and its peripherals, unless such liability is acknowledged by law.
- The specification of this product and its accessories, as well as information provided in this manual, is subject to change without prior notice.

## CAUTION

- Do not carry the PW-E500A in the back pocket of slacks or trousers.
- Do not apply excessive physical pressure on the LCD panel because the glass material may break.
- Do not drop the PW-E500A or apply excessive force to it. Bending the unit unduly can damage it.
- Do not subject the PW-E500A to extreme temperatures. Do not expose the unit to an extremely humid or dusty environment.
- Do not apply extreme force when pressing the keys.
- Sharp or hard objects can scratch and damage the unit. Make sure it is adequately protected when carried with other objects.
- Since the unit is not waterproof, do not use it or store it where fluids can splash onto it. Raindrops, water spray, juice, coffee, steam, perspiration, etc. will also cause malfunction.
- Clean only with a soft, dry cloth. Do not use solvents.
- Use only a SHARP approved service facility.

## NOTES

- Oxford is a registered trademark of Oxford University Press in the UK and in certain other countries.
- All company and/or product names are trademarks and/or registered trademarks of their respective holders.

# CONTENTS

## Getting Started

Using the PW-E500A for the first time .....	3
Layout .....	6
Basic operation .....	8
Set-up menu .....	12
Inputting characters .....	13

## Using the *Oxford Dictionary of English*

Looking up a word (Filter search) .....	15
Phrase search .....	16
Spellcheck function .....	16
Further information .....	17

## Using the *Oxford Thesaurus of English*

Looking up a word (Filter search) .....	18
Phrase search .....	19
Further information .....	19

## Using the *Oxford Dictionary of Quotations*

Searching by an author name (Filter search) .....	20
Keyword search .....	21
Random quote .....	22
Further information .....	22

## Using the Solver functions

Crossword solver .....	23
Puzzle solver .....	24
Anagram solver .....	25

## Using the Super jump function

How to use the Super jump function .....	26
--	----

## Using the History function

How to use the History function .....	28
---------------------------------------	----

## Using the Calculator function

Prior to initiating calculations .....	29
Calculation examples .....	29

## Using the Converter function

Currency converter .....	30
Metric converter .....	31

## Appendices

Replacing the battery .....	32
Reset procedure if trouble occurs .....	33
Specifications .....	33
Troubleshooting .....	34
Product support .....	34

## Introductions to the Dictionaries

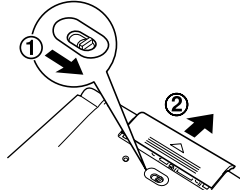
Oxford Dictionary of English .....	35
Oxford Thesaurus of English .....	48
Oxford Dictionary of Quotations .....	53

# Getting Started

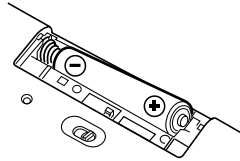
## Using the PW-E500A for the first time

Be sure to perform the following operations before using the PW-E500A for the first time.

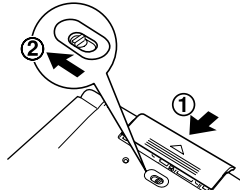
1. Set the battery replacement switch on the bottom of the unit to the 'REPLACE BATTERY' position.



2. Remove the battery cover.



3. Insert the one battery. Make sure the battery polarity is correct.



4. Replace the battery cover.

5. Set the battery replacement switch to the 'NORMAL OPERATION' position.

6. Open the unit and press **[ON/OFF]** to turn the power on.

The LCD contrast screen will appear.

- Should a different screen appear, follow the reset procedure on page 33.

- If the power cannot be turned on:

- Make sure the battery replacement switch is placed at the 'NORMAL OPERATION' position, then press **[ON/OFF]** again.

- If the power still cannot be switched on, try following steps 1 through 6 in the above procedure again.

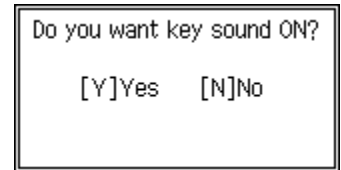
7. Adjust the LCD contrast by using **[◀]** and **[▶]**, and press **[ENTER]**.

The key sound on/off screen will appear.

8. Select **[Y]** or **[N]** to turn the key sound on/off.

The main menu screen will appear.

- The LCD contrast and the key sound settings can be adjusted later in the Set-up menu.



## Turning the power on/off

The power can be switched on by pressing the keys listed below.

To turn off the power, press **ON/OFF**.

Key	Display status upon start-up
<b>ON/OFF</b>	Restores the display as it was before the unit was switched off (Resume function).
<b>MENU</b>	The main menu screen appears.
<b>DICT</b> <b>THES</b> <b>QUOTE</b> <b>SPELL</b> <b>SOLVER</b>	The input screen or menu screen of each dictionary appears (Direct-on function)

## Auto power off function

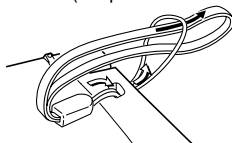
To save the battery, the PW-E500A will automatically turn its power off if no key operations are detected for a set period of time. The activation interval initial setting is 5 minutes, but it can be adjusted by following the directions on page 13.

## To attach a commercially available strap

A carrying strap can be attached, as shown in the picture below (strap not included).

### Caution:

- Do not swing the unit by the strap, or use excessive force to pull the strap. Doing so will cause a malfunction or hardware damage to the unit.



Back of the unit

## Backlight

This product has a built-in backlight, which allows you to view the display and use the product even in low-light conditions. Pressing **☀** (Backlight) once illuminates the display until you have not pressed any keys for approx. 1 minute or press **☀** again.

### Note:

- Use the backlight in low-light conditions. It will drain power from the operating batteries and significantly reduce battery life.
- The backlight may remain on for less than 1 minute when **BATT** is displayed.

## Key notation used in this manual

- All keys are framed (**A**), for instance; exceptions are found in the Calculator section, where the numeral entries are shown with real numbers.
- Keys are often assigned with more than one function. The appropriate key/function will be shown according to the input status.

### <Example 1>

**Q** will be shown as either **Q**, **1** or '1' depending on the input status.

### <Example 2>

**G** will be shown as either **G** or **+** depending on the input status.

- The functions indicated with green typeface are second functions. Press and release **2nd**, then press an appropriate key.

### <Example 1>

**2nd** **LIST** directs to press and release **2nd**, then press **LIST** (**ESC**).

**2nd** **PREV** directs to press and release **2nd**, then press **PREV** (**Λ**).

## Data contained in the PW-E500A

---

The dictionary data contained in this unit is based on the following dictionaries:

- Oxford Dictionary of English 2e © Oxford University Press 2003
- Oxford Thesaurus of English 2e © Oxford University Press 2004
- Oxford Dictionary of Quotations 6e © Oxford University Press 2004
- Oxford Crossword Dictionary © Oxford University Press 2005
- Oxford Puzzle Solver © Oxford University Press 2005

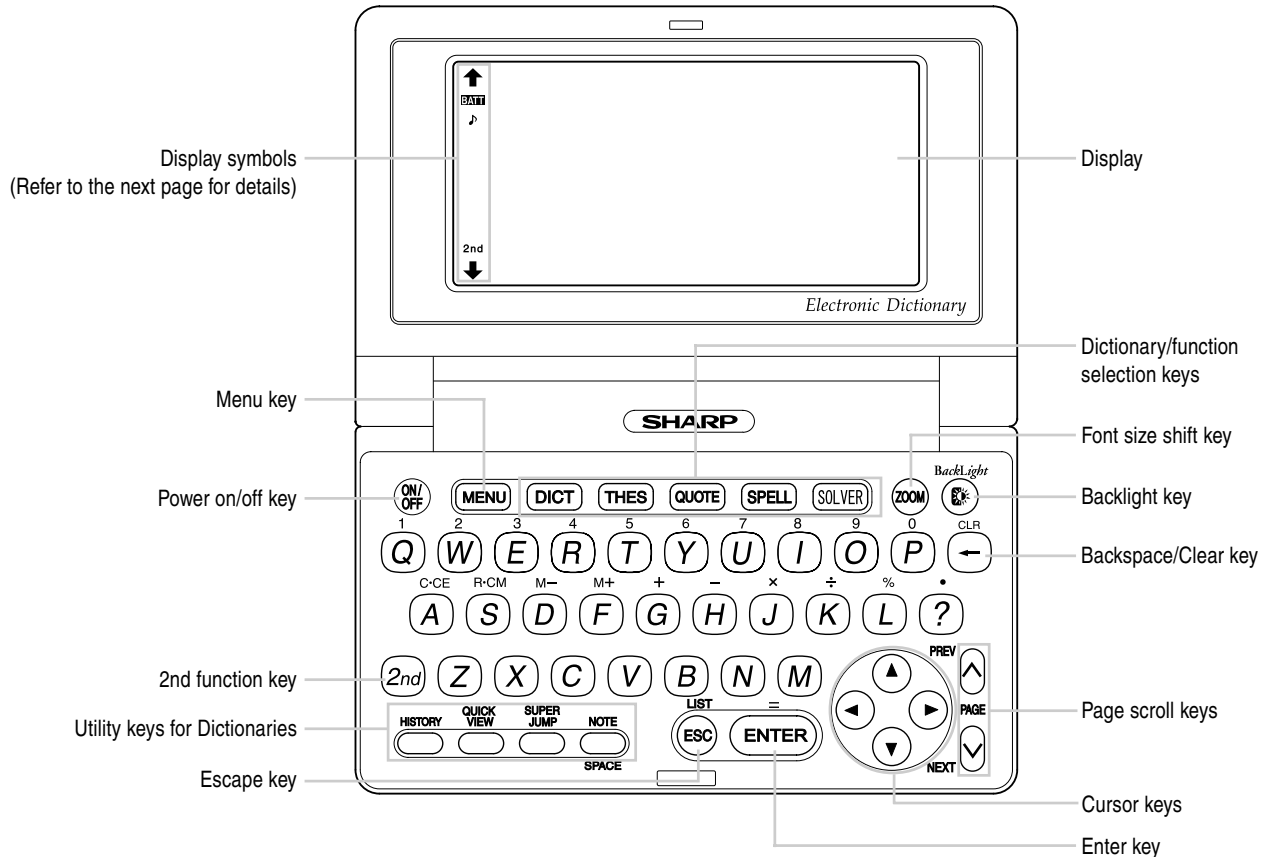
\* All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior permission in writing of Oxford University Press, or as expressly permitted by law, or under terms agreed with the appropriate reprographics rights organization. Enquiries concerning reproduction outside the scope of the above should be sent to the Rights Department, Oxford University Press.

- The data content of each Dictionary is mostly retained faithful to the original. However, some sections of the dictionary contents have had to be altered due to the limitations of the LCD display and for other reasons; these modifications have been implemented under the provisions of the publisher(s). In some rare cases, misspellings and/or mistypings may be found; these are 'errors' that have been retained unmodified from the source Dictionaries.

### Note:

- For information on the contents of the dictionaries, see Introductions on pages 35–57.
- Some prefatory material and some appendix data included in the printed book of the dictionaries are not featured in this product.


# Layout





## Key assignments


---

 : Opens the input screen for the *Oxford Dictionary of English*

 : Opens the input screen for the *Oxford Thesaurus of English*


 : Opens the input screen for the *Oxford Dictionary of Quotations*


 : Opens the input screen for the spell checker


 : Opens the Solver functions menu


 : Opens the history list of each Dictionary

 : Brings up a 'digest' view of descriptions

 : Launches a search for entries in the *Oxford Dictionary of English* or the *Oxford Thesaurus of English* matching a term selected in any detail view


 : Selects a Note icon in the detail view

 : 2nd function key  
Activates the second function (printed in green above, below, or to the left of keys) assigned to the next key pressed.



 : Illuminates the display to view in low-light conditions.



## Display symbols

---



 This symbol will be displayed when the battery level is low. Promptly replace the old battery with a new one.

 Indicates that the key sound (beep) is set to ON.

 Indicates that  has been pressed.

  These arrows suggest that more contents can be browsed by scrolling up/down the window.

  : Press to scroll up/down per text row.

  : Press to scroll up/down per visible window.

### Note:

- In this manual, symbols are not shown in the display examples.
- Certain symbols may appear on the display only when the LCD contrast is set to dark. Please ignore these symbols as they are not used by this product.

## Operation guidance message

---

A brief guidance message may appear at the bottom of the screen to help you utilise functions more effectively.



## Basic operation

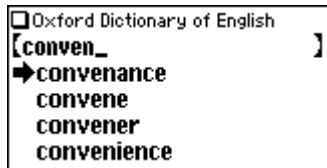
### Inputting words for a dictionary search

In this section, the basic search operation is described. For details, refer to the manual chapter for each dictionary.

#### <Example>

Find definitions of 'convenience' in the *Oxford Dictionary of English*.

1. Press **[DICT]** to display the input screen for the *Oxford Dictionary of English*, then input 'conven'. Entries starting with 'conven' are listed.



2. Enter 'i' to narrow down the list further. If the desired word is found, then you do not need to type any more letters.



3. While the '→' indication is visible on the left of 'convenience', press **[ENTER]**.
  - Press **[ESC]** to return to the previous view.
  - Press **[2nd] [LIST]** to list the headwords in the *Oxford Dictionary of English*.

#### Note:

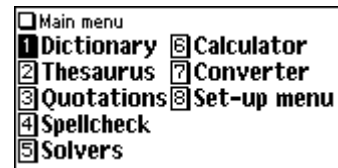
- Refer to the section 'Inputting characters' on page 13.
- To learn different searching methods from those above, refer to the manual chapter for each dictionary.

## Selecting a dictionary / function in the main menu

Press **[MENU]**.

The main menu appears.

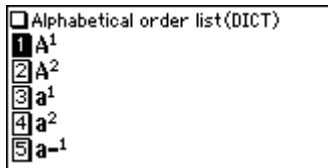
- Select an item by its index number using the number keys (**[1]** through **[8]**). The initial screen of the selected item appears.



- The desired item can also be selected by using the **[▲]** **[▼]** **[◀]** **[▶]** keys, followed by pressing the **[ENTER]** key.

## List view: selecting an item; scrolling

Press **(DICT)** to display the initial screen of the *Oxford Dictionary of English*, then press **(ENTER)**. The list view of the *Oxford Dictionary of English* appears.



### Selecting an item or a word

Use the corresponding number key to the index number on the left of each item, or use the **(▲)** or **(▼)** key to place the cursor on the desired item, followed by pressing the **(ENTER)** key.

### Scrolling the view

‘**▲**’ and/or ‘**▼**’ may appear on the left side of the screen, indicating that more information can be browsed by scrolling up/down the view.

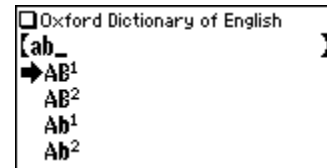
- 1) Press **(▼)** once to scroll down one text row. To scroll back one text row, press **(▲)** once.
- 2) Press **(V)** to scroll down a page. Press **(^)** to scroll the page up.

- Press and hold these keys to continuously scroll the lines/pages.

## Filter search view: selecting an item; scrolling

Press **(DICT)**, then type **(A)**, and **(B)**.

‘ab’ is entered, and words starting from ‘ab’ listed.



### Selecting each entry

Use **(▼)** **(▲)** to place the cursor (indicated as ‘▶’ on the left of the listed items) at the desired entry, then press **(ENTER)**. The detail view of the entry appears.

### Scrolling the view

Refer to the section ‘Scrolling the view’ in the previous section, ‘List view: selecting an item; scrolling’.

## Detail view: scrolling

Press **(DICT)**, then type **(A)**, and **(ENTER)**.  
The detail view with definitions appears.

A<sup>1</sup> (also a)  
► **noun** (pl. **As** or **A's**)  
1 the first letter of the alphabet.  
■ denoting the first in a set of items, categories, sizes,

## Browsing contents above/below the screen

'**↑**' and/or '**↓**' may appear on the left side of the screen, indicating that more information can be browsed by scrolling up/down the view. Use **(▼)** **(▲)** or **(V)** **(^)**.

↑  
etc.  
■ denoting the first of two or more hypothetical people or things:  
◊ suppose A had killed B.  
■ the highest class of  
↓

## Scrolling up/down to the previous/next entry header

Press **(2nd)** **(NEXT)** to show the next entry header. To show the previous entry header, press **(2nd)** **(PREV)**.

## Other useful keys

**(ESC)**: Returns to the previous view

**(2nd)** **(CLR)**: Shows the input screen of each Dictionary or the initial display of a function

**(2nd)** **(LIST)**: Shows the list view starting from the previously displayed header

## Shifting the displayed character size (**(ZOOM)**)

Press the **(ZOOM)** key to shift the character size to be displayed.

12 dot-based (vertical pixel resolution) or 9 dot-based characters can be selected. For instance, press **(ZOOM)** to display the 12 dot characters to 9 dot characters. Press **(ZOOM)** again to toggle back the displayed characters to 12 dot-base.

A<sup>1</sup> (also a)  
► **noun** (pl. **As** or **A's**)  
1 the first letter of the alphabet.  
■ denoting the first in a set of items, categories, sizes,

12 dot-based (default)

A<sup>1</sup> (also a)  
► **noun** (pl. **As** or **A's**)  
1 the first letter of the alphabet.  
■ denoting the first in a set of items, categories, sizes, etc.  
■ denoting the first of two or more hypothetical people or things:  
◊ suppose A had killed B.

9 dot-based

- The character size setting will be retained until the next time **(ZOOM)** is pressed.
- The **(ZOOM)** key is functional in the following views:
  - The list view, detail view, filter search view or Quick view of each Dictionary
  - The Super jump window
  - The contents of the Note
- The character size setting is saved for each dictionary in both the list view (including filter search view and Quick view) and the detail view.

## Recalling the terms previously searched (**(HISTORY)**)

The history of up to 30 items in each dictionary is automatically stored, and can be recalled easily by selecting the word in the history list. (For more information, see page 28.)

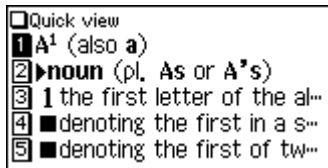
## Listing a summary of detail view items (QUICK VIEW)

The Quick view function suppresses some examples and additional information, and lists out the main sections and senses (or quotations) from each detail view entry. Use this function to browse quickly through the summary of an entry.

### <Example>

1. In the detail view shown on page 10, press (QUICK VIEW).

The Quick view screen appears.



2. While the relevant sense or section is on the screen, select the desired item by the index number. The detail view of the selected sense/section appears.

- Press (QUICK VIEW) in the Quick view to display the detail view.

## Searching a word on the screen (SUPER JUMP)

A word or jump icon (→) in the detail view can be selected for searching. (For more information, see page 26.)

## Browsing Notes (NOTE)

A Note icon (◀NOTE) may appear in the detail view. This indicates that a note can be selected to view extra information (additional information, usage note, etc.) of the entry.

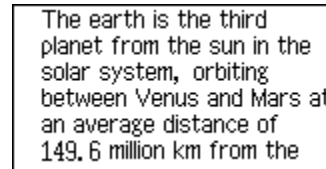
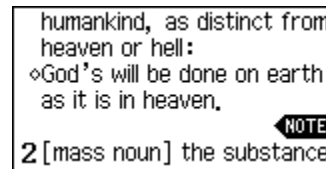
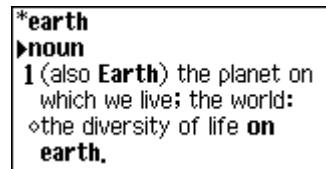
Press (NOTE) to select the icon. If more than one icon is visible, then the topmost icon will be selected, and use the (▼) (▲) (▶) (◀) keys to select the desired icon if necessary, then press (ENTER) to view the contents.

To exit, press (ESC) twice. The first push of the (ESC) key closes the contents view, then the second deselects the icon.

### <Example>

Browse the Note contents of 'earth' in the *Oxford Dictionary of English*.

1. Open the detail view of 'earth'.
  - The symbol '※' in front of 'earth' means that the word has a Note.
2. Use the (V) key or (▼) key to scroll down the view so that a Note icon will be visible.
3. Press (NOTE). The Note icon will be selected (reversed).
4. Press (ENTER). The contents of the Note is displayed.

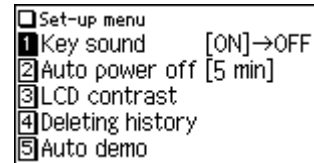


**Note:**

- Using the (NOTE) key will display the following:
  - Oxford Dictionary of English
    - Usage notes
    - Additional (boxed) information
  - Oxford Thesaurus of English
    - 'Choose the Right Word' and Confusables sections
  - Oxford Dictionary of Quotations
    - The full set of quotations for the given author (see page 21)
- Word Lists (extra items relevant to specific headwords) of the *Oxford Thesaurus of English* are indicated by the jump icon (→). Use the Super jump function.

## Set-up menu

Press (MENU) to display the main menu, then press (8). The set-up menu appears.



Select a desired item to change the setting.

- To delete the history list, see page 28.

## Setting the key sound on/off

The key sound (a short audible beep when a key is pressed) can be set to on or off.

1. Press (MENU), (8), then (1), to toggle the key sound on or off.

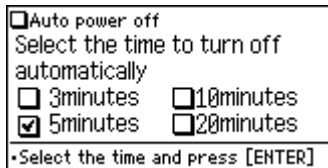
A splash message appears to indicate the change of setting, then the main menu will be displayed.

## Setting the Auto power off activation time

This product automatically turns its power off to save the battery. The turn-off time is set to five minutes by default.

1. Press **(MENU)**, **(8)**, then **(2)**.

The Auto power off setting screen appears.



2. Use the **(▲)**, **(▼)**, **(◀)** and **(▶)** keys to place the check mark on the desired duration, then press **(ENTER)**.

The time will be set, then the main menu will be displayed.

## Adjusting the LCD contrast

Select this menu item to adjust the LCD contrast.

1. Press **(MENU)**, **(8)**, then **(3)**.
2. To adjust the LCD contrast, use the **(◀)** (Lighter) key or **(▶)** (Darker) key, then press **(ENTER)** to return to the main menu.

## Starting Auto Demo mode

Activate the Auto demo for a guided tour through the key features of the product.

1. Press **(MENU)**, **(8)**, then **(5)**, to start the Auto demo mode.
  - Press **(ESC)** or **(ENTER)** to end the Auto demo mode and return to the main menu.

## Inputting characters

Methods of inputting characters are described in this section.

### Character entry

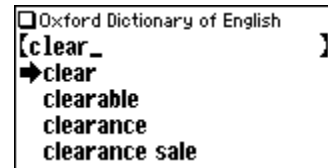
A simple example of inputting characters is shown below.

#### <Example>

Enter a word 'clear' for search.

1. Press **(DICT)** to open the input screen of the *Oxford Dictionary of English*.
2. Type 'clear'.

On the keyboard, press **(C)**, **(L)**, **(E)**, **(A)**, then **(R)**.



#### Note:

- While entering characters, exclude characters such as spaces (except in Crossword solver), hyphens, apostrophes, slashes, and periods.

#### <Example>

Word	Entry for search
fast food	fastfood
weak-kneed	weakkneed
let's	lets
either/or	eitheror
a.m.	am

- Convert uppercase letters to lowercase.

<Example>

Word	Entry for search
AC	ac
UK	uk

- Spell out the numbers when applicable.

<Example>

Word	Entry for search
4WD	fourwd
A5	afive

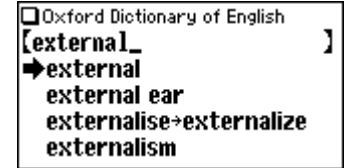
- Enter 'and' instead of '&'.
- To enter '£', place 'l' instead. Likewise, place 'a' for '@' instead.
- When searching for a word with accented characters (such as 'ü', 'á', etc.), enter their unaccented equivalents via the keypad (such as 'u', 'a', etc.).

## Modifying entry

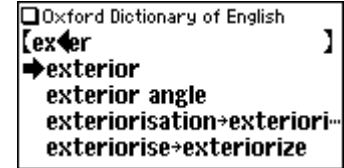
### Deleting unnecessary characters

<Example>

1. Press **(DICT)** to open the input screen of the *Oxford Dictionary of English*.
2. Type 'external'.



3. While the cursor is at the end of the string, press **(←)** three times to delete 'nal'.
4. Next, press **(←)** three times to move the cursor under the letter 't'.

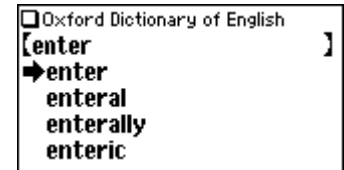


5. Press **(←)** once to delete a character on the left of cursor. 'x' will be deleted.

### Adding characters

<Example>

6. In the above example, press **(N)** to insert a letter 'n' on the left of the cursor. The search will be narrowed with the word 'enter'.



**Note:**

- Press **(2nd) (CLR)** to delete all characters entered.

# Using the *Oxford Dictionary of English*

In this Dictionary, definitions of a word can be found by entering its spelling. You can also search specifically for phrases by entering one or more keywords in Phrase search.

## Looking up a word (Filter search)

A definition of a word can be looked up by inputting its spelling.

### <Example>

Find the definition of 'advance'.

1. Press **[DICT]** to open the *Oxford Dictionary of English*.

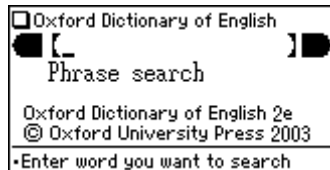
The input screen appears.

2. Input the spelling of 'advance'.

As you type, candidates for matching narrow. If the desired word is found, then there is no need to type any more letters.

3. While **➡** appears on the left of 'advance', press **[ENTER]**. The detail view of the word appears.

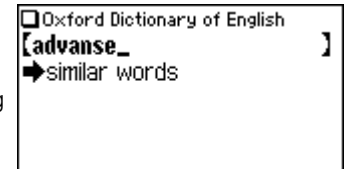
- To browse contents on the next/previous page, press **[▼]** **[▲]** or **[V]** **[^]**. You may also find the Quick view function useful.
- If a word selected is a close derivative of a headword, it may not have its own definitions. In these cases, it is helpful to scroll up within the detail view to find the definitions of the headword itself.
- To search for a word in the detail view, use the Super jump function.
- Press **[ESC]** to return to the previous view.
- Press **[2nd]** **[LIST]** to list the headwords in the *Oxford Dictionary of English*.



- To search for a different word, simply input a new spelling for the word, or press **[2nd]** **[CLR]** or **[DICT]** to go to the dictionary's input screen.

## If there is no match found

As you input the spelling of the desired word, the dictionary will narrow down the matching candidates. If the match is narrowed down to none (i.e. no word starting with the spelling is found in the Dictionary), the message 'similar words' appears.



In this case, press **[ENTER]** to list the dictionary entries alphabetically after the entered spelling.

## Note about entering characters

While entering characters, exclude characters such as spaces, hyphens, apostrophes, slashes, and periods. See page 13 for details.

### Note:

- The wildcard character '?' must not be entered in the input field of the Dictionary. The wildcard character '?' can be used in the Crossword solver (see page 23) and Random quote function (see page 22).
- Up to 24 characters can be entered in the input field of the Dictionary. When searching words containing 25 characters or more, narrow down the search to select the words from the list manually.

## Browsing Notes

When the **[NOTE]** icons appear in the detail view, a note can be selected and browsed. For details, refer to page 11–12.

### Note:

- A headword with a Note is marked with an asterisk (\*).
- In many cases, the **[NOTE]** icon only appears at the bottom of an entry, but contains important information about usage of the headword as a whole. If unsure about usage, scroll down to the bottom of the entry to access any relevant notes.



## Phrase search

To search for idioms or phrasal verbs, enter up to three words in the input field. The phrases containing ALL the entered words will be found.

### <Example>

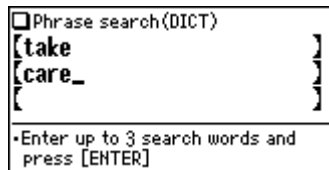
Search for a phrase containing 'take' and 'care'.

1. Press **[DICT]** to open the *Oxford Dictionary of English*.

Press **[v]** once to place the cursor at the 'Phrase search', then press **[ENTER]**.

The input screen of the Phrase search appears.

2. Input 'take', press **[v]**, followed by 'care'.



To input more than one word, input each word in the separate input field.

Use the **[v]** **[^]** keys to move the cursor. Each input field can accommodate up to 24 characters.

3. Press **[ENTER]**.

A list of phrases containing the words appears.

If no matching phrase is found, then a message 'Not Found!' will momentarily be displayed.

4. Select the desired index of the phrase using the number key(s). The definition of the selected phrase is displayed.

- Press **[ESC]** to return to the previous view.
- Press **[2nd]** **[LIST]** to list the index of phrases containing the words.
- To search for a new phrase, simply begin inputting new words, or press **[2nd]** **[CLR]** to go back to the input screen to start a new search.

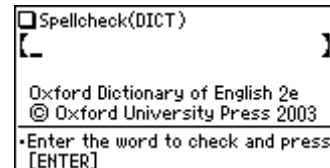
## Spellcheck function

The spellcheck function can be helpful when the exact spelling of a query word is not known.

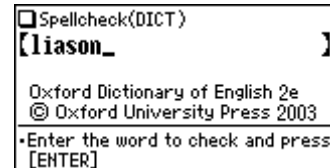
### <Example>

You are not sure whether 'liaison' or 'liaison' is correct.

1. Press **[SPELL]** to open the input screen of the spellcheck function.



2. Enter 'liaison'.



3. Press **[ENTER]** to initiate the spellcheck function.

Words with similar spellings will be listed.

- While 'Searching... Press **[ENTER]** to break' is visible, press **[ENTER]** to stop the search. Note that if the search is interrupted, the list of possible results may not include all the closest matches.
- If the word is typed with the correct spelling, it will appear at the top of the displayed list.
- If two or more words with an identical spelling are found in the list, then the relevant headword will also be displayed, after an arrow symbol.



4. In the list, select a desired word using the number keys (press **1**, in this example). The detail view with descriptions of the word is displayed.
- If a word selected is not in its original form, and cannot be found as a headword, then the detail view of the word's original form will be displayed. It may be necessary to scroll down within the detail view to find the desired word form.
  - Press **ESC** to go back to the previous view.
  - Press **2nd LIST** to list the headwords in the *Oxford Dictionary of English*.

**Note:**

- Up to 100 words may be displayed in the list.

**If the list of words does not appear as expected:**

- Searching words with particular spellings may take more time to complete than others.
- If no word is given, a message 'Not Found!' will momentarily be displayed, followed by the input screen of the spellcheck function. In this case you may wish to start the search again with a new spelling for the word.

## **Further information**

For further information on using this dictionary, refer to the Introduction on pages 35–48.

# Using the *Oxford Thesaurus of English*

Input a word in this Thesaurus to find its synonyms, as well as antonyms and other related terms in the detail view.

## Looking up a word (Filter search)

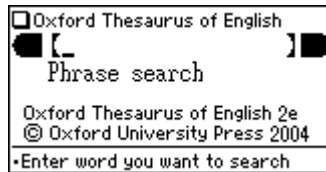
Find a set of alternative words by inputting the spelling of a given word.

### <Example>

Find a set of alternative words for 'make'.

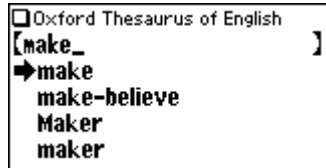
1. Press (THES) to open the *Oxford Thesaurus of English*.

The spelling input screen of the Thesaurus appears.



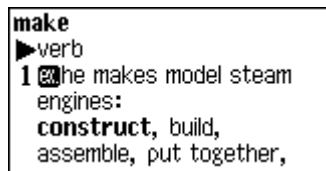
2. Input 'make'.

As you type, options are narrowed. If the desired word is found, then you do not need to type any more letters.



3. While '➔' appears on the left of 'make', press (ENTER). The detail view of the word 'make' appears.

- To browse contents on the next/previous page, press (▼) (▲) or (V) (A). You may also find the Quick view function useful.



- To search for a word or jump icon (↗) in the detail view, use the Super jump function.
- Press (ESC) to return to the previous view.
- Press (2nd) (LIST) to list the headwords in the *Oxford Thesaurus of English*.
- To search for a different word, simply begin inputting a new word, or press (2nd) (CLR) or (THES) to go to the input screen of the *Oxford Thesaurus of English*.

## If there is no match found

The same view/message appears as for the *Oxford Dictionary of English*. See page 15 for details.

## Note about entering characters

While entering characters, exclude characters such as spaces, hyphens, apostrophes, slashes, and periods. See page 13 for details.

### Note:

- Up to 24 characters can be entered in the input field. When searching words containing 25 characters or more, narrow down the search to select the words from the list manually.

## Browsing Notes

When the (NOTE) icons appear in the detail view, a note can be selected and browsed. For details, refer to page 11–12.

## Phrase search

To search for idioms or phrasal verbs, enter up to three words in the input field. The phrases containing ALL the entered words will be found.

### <Example>

Search for a phrase containing 'make' and 'up', and find its synonyms.

1. Press **(THES)** to open the *Oxford Thesaurus of English*.

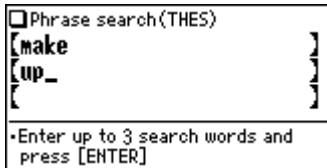
Press **(▼)** once to place the cursor at the 'Phrase search', then press **(ENTER)**.

The input screen of the Phrase search appears.

2. Input 'make', press **(▼)**, followed by 'up'.

To input more than one word, input each word in the separate input field.

Use the **(▼)** **(▲)** keys to move the cursor. Each input field can accommodate up to 24 characters.



3. Press **(ENTER)**.

A list of phrases containing the words appears.

If no matching phrase is found, then a message 'Not Found!' will momentarily be displayed.

4. Select the desired index of the phrase using the number key(s). The detail view of the selected phrase is displayed.

- Press **(ESC)** to return to the previous view.
- Press **(2nd)** **(LIST)** to list the index of phrases containing the words.
- To search for a new phrase, simply begin inputting new words, or press **(2nd)** **(CLR)** to go back to the input screen to start a new search.

## Further information

For further information on using this thesaurus, refer to the Introduction on pages 48–52.

# Using the *Oxford Dictionary of Quotations*

Input an author's surname in the *Oxford Dictionary of Quotations* to find his/her quotations. A search can also be initiated by keywords, or it is possible to display quotations at random.

## Searching by an author name (Filter search)

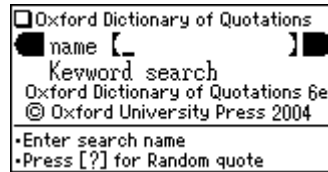
Find a set of related quotations by inputting the spelling of an author.

### <Example>

List a set of quotations by 'William Shakespeare'.

1. Press **[QUOTE]** to open the *Oxford Dictionary of Quotations*.

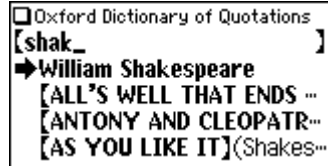
The name input screen of the *Oxford Dictionary of Quotations* appears.



2. Start to input the word 'shakespeare'.

As you type, the match narrows. If the desired word is found, then you do not need to type any more letters.

- In this example, the rows headed by **[↑]** contain subheadings within the entry for 'William Shakespeare'.



3. While **[→]** appears to the left of 'William Shakespeare', press **[ENTER]**. The detail view of the entry 'William Shakespeare' appears.



- To browse contents on the next/previous page, press **[↓]** **[↑]** or **[V]** **[^]**. You may also find the Quick view function useful.
- To search for a word in the detail view, or to search for an item indicated under the **[→]**, use the Super jump function.
- Press **[ESC]** to return to the previous view.
- Press **[2nd]** **[LIST]** to list the headings in the *Oxford Dictionary of Quotations*.
- To search for a different word, simply begin inputting the spelling for the new word, or press **[2nd]** **[CLR]** or **[QUOTE]** to go to the input screen of the *Oxford Dictionary of Quotations*.

## If there is no match found

The matching headings narrow down as you type. If the match is narrowed down to none, a message 'similar words' will be displayed. Press **[ENTER]** to list the headers that alphabetically follow the entered string.

## Note about entering characters

While entering characters, exclude characters such as spaces, hyphens, apostrophes, slashes, and periods. See page 13 for details.

### Note:

- The names of collections or compilations, such as the 'Bible' or 'Anonymous', can be used for a search.
- Instead of inputting an author's surname, you might wish to try entering his/her known pseudonym or nickname (see pages 55-57 for details).
- Some authors may appear in a joint entry with a common co-author or associate, as well as their own individual entry. In these cases, the author's name is listed twice in search results, ordered according to the first name in the joint entry. The detail view automatically scrolls down so the search term is at the top - if this is part of a larger entry, the up arrow will appear top left.

## Keyword search

The *Oxford Dictionary of Quotations* can accept up to three keywords for a search. The quotations containing ALL the entered keywords will be found.

### <Example>

Find quotations that incorporate 'man' and 'woman'.

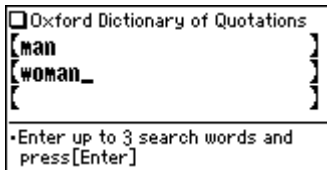
1. Press **[QUOTE]** to open the *Oxford Dictionary of Quotations*.

Press the **[▼]** key to place the cursor at the 'Keyword search', then press **[ENTER]**.

The input screen of the Keyword search appears.

2. Input 'man', press the **[▼]** key, then input 'woman'.

Up to 24 characters can be entered in each input field. To jump the cursor from one input field to another, use the **[▲]** **[▼]** keys.



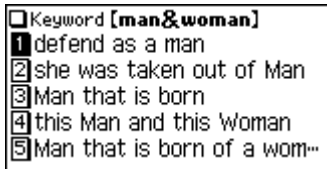
Oxford Dictionary of Quotations

{ man  
{ woman\_

•Enter up to 3 search words and press [Enter]

3. Press **[ENTER]**.

The search results of the *Oxford Dictionary of Quotations* are listed. If no match is found, a message 'Not Found!' will momentarily be displayed.



Keyword [man&woman]

- 1 defend as a man
- 2 she was taken out of Man
- 3 Man that is born
- 4 this Man and this 'woman
- 5 Man that is born of a wom...

### Note:

- The list consists of essential words in the quotations that include the given keyword. Even if more than two keywords are given, the list will consist of essential words in the quotations that include the first keyword.
- Singular and plural nouns must be searched for separately. Words such as 'man' and 'men', as well as 'lover' and 'lovers', are to be searched as two different words.
- To search for compound words such as 'Holy Ghost', 'middle class', and 'self-made', modify the entry by eliminating space and hyphen (i.e. 'holyghost', 'middleclass', and 'selfmade'), to form a single keyword.

4. Select the desired quotation using the number keys (press **[2]**, in this example). The details of the selected quotation appear.

- The Quick view function cannot be activated from this screen.

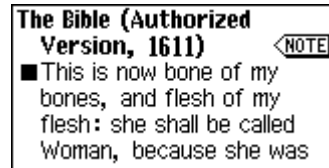
- The name of the author and the Note icon (**[<NOTE]**) will appear on the first or second row.

While the Note icon is visible on the screen, press **[NOTE]** and **[ENTER]** to view the full set of quotations of the author (the same result can be viewed by initiating the search by entering the name of the author).

- Press **[ESC]** to return to the previous view.

- Press **[2nd]** **[LIST]** to list the search results.

- To initiate a new search, simply start typing, or press **[2nd]** **[CLR]** to go to the input screen of the keyword search.



The Bible (Authorized Version, 1611) **[<NOTE]**

■ This is now bone of my bones, and flesh of my flesh: she shall be called woman, because she was

## Random quote

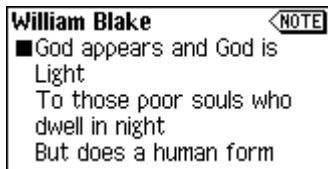
Random quote can be requested by pressing the **[?]** at the initial screen of the *Oxford Dictionary of Quotations* or in the detail view of the author.

### <Example>

1. Press **[QUOTE]** to open the initial screen of the *Oxford Dictionary of Quotations*.
2. Press **[?]**. A randomly selected quotation is displayed.

- Press **[?]** several times to sequentially initiate the Random quotes.
- Press **[ESC]** to return to the initial screen of the *Oxford Dictionary of Quotations*.
- The name of the author and the Note icon (**<NOTE>**) will appear on the first or second row.

While the Note icon is visible on the screen, press **[NOTE]** and **[ENTER]** to view the full set of quotations of the author (the same result can be viewed by initiating the search by entering the name of the author).



## Further information

For further information on using this dictionary, refer to the Introduction on pages 53–57.

# Using the Solver functions

## Crossword solver

To search for words with incomplete spellings using the *Oxford Crossword Dictionary*, enter a wildcard character, '?', anywhere a character is not known. Place the appropriate number of '?' characters in the places of characters yet to be determined. To put a space between words, enter (2nd) (SPACE) ((NOTE) key).

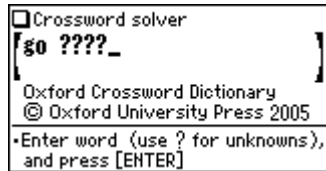
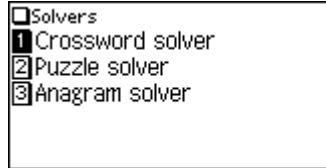
### <Example>

Find a matching compound or expression for the pattern 'go ????'.

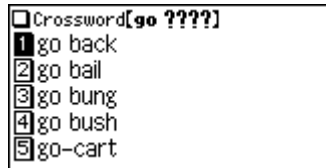
1. Press (SOLVER) to open the Solver functions menu.
2. Press (1) to open the Crossword solver.

The Crossword solver's input screen appears.

3. Type 'go ????' into the input field. To enter '????', press (2nd) (SPACE) to enter a space and (?) four times.



4. Press (ENTER) to start the search.  
A list of the wildcard matches appear.
5. In the list, select a desired word using the number keys or press (▲) (▼) and (ENTER).



A list of the lemmas with the given number and pattern of letters appears. In this example, the list would be the total number of 6-letter patterns consisting of a 2-letter and a 4-letter word (2, 4 (6) letters).

- To see other words/expressions with the same number(s) of letters, use (▲) or (▼) to scroll up/down. Use (2nd) (PREV) or (2nd) (NEXT) to jump to the previous or next pattern list.
- Press (ESC) to return to the previous view.
- Press (2nd) (LIST) to see the list of all patterns (e.g., 5 letters).
- To search for the available details of a word, use the Super jump function.
- To initiate another search, simply type in the new spelling or press (2nd) (CLR) to return to the input screen of the Crossword solver.

### Notes:

- Unknown characters within single or multiple words can be replaced with question marks, '?', as in 'ma????n' or 'g? b????'.
- Multiple word patterns up to a maximum of six words can be searched.
- Up to a maximum of 25 letters can be searched for (not counting spaces).
- The Crossword Dictionary database does not include regular inflections, so if your original search does not give you the required answer, try removing any final -s, -ed, or -ing, and search again.



## Puzzle solver

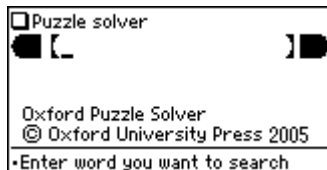
The Puzzle solver can be searched by category (such as names of writers, famous films, types of car, examples of plants, and a whole host of other useful categories) to find a word (clue word).

This was incorporated to provide easy-to-find answers to general knowledge clues and quiz questions and thereby be useful while playing a wide variety of games.

### <Example>

Find words related to 'wine'.

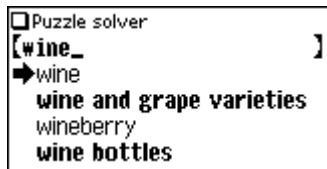
1. Press **(SOLVER)** and **(2)** to open the Puzzle solver.



2. Type 'wine' into the input field.

As you type, the number of matching list titles/items is narrowed down.

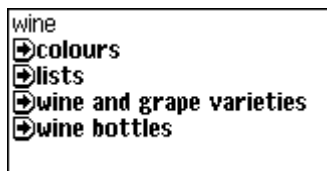
- The matching list items (in plain style) and list titles (in bold style) are listed.



3. With **▶** appearing on the left of 'wine', press **(ENTER)**.

A list of category names related to 'wine' (the clue word) appears.

- Select the jump icon (**▶**) in the list using the Super jump function.
- Press **(2nd) (LIST)** to list the clue words.



4. Press **(SUPER JUMP)** four times to select 'wine and grape varieties', and press **(ENTER)** twice.

A list of words in the 'wine and grape varieties' category appears, ordered first by word length, then alphabetically.

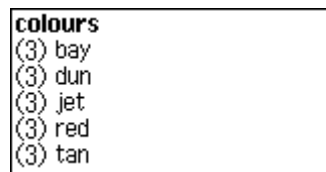
- Press **(ESC)** to return to the previous view.
- Press **(2nd) (LIST)** to list the category names.
- To search for the details of the selected word, use the Super jump function.
- To initiate another search, simply type in the new spelling or press **(2nd) (CLR)** to return to the input screen of the Puzzle solver.



5. Press **(ESC)** twice and press **(▲)** twice to select 'colours', and then press **(ENTER)** twice.

A list of words related to 'colours' category appears.

- Press **(V)** several times to find 'wine'.



### Note:

- Some additional clue words are included in the index to aid access, without themselves being items in the list (e.g. 'monster' links to the 'mythical creatures' list).

### If there is no match found

The same view/message appears as the *Oxford Dictionary of English*. See page 15 for details.

## Entering characters

When entering characters, exclude those such as spaces, hyphens, apostrophes, slashes, and periods. See page 13 for details.

### Note:

- The wildcard character '?' must not be entered into the input field of the Puzzle solver.

The wildcard character '?' can only be used in the Crossword solver (see page 23) or the Random quote function (see page 22).

- Up to 24 characters can be entered into the input field of the Puzzle solver. When searching for words containing 25 characters or more, narrow down the search and select the words from the list manually.

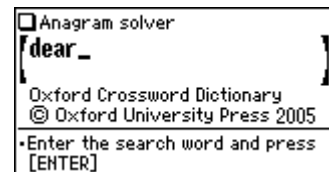
## Anagram solver

A word or series of letters can be entered to find any matching anagrams found in the *Oxford Crossword Dictionary*.

### <Example>

Find anagrams for 'dear'.

1. Press **(SOLVER)** and **(3)** to open the Anagram solver, then type 'dear' into the input field.
2. Press **(ENTER)** to initiate the search. Up to 100 words may be displayed in the list.
3. In the list of matches, use the number keys to select a word.



A list of the lemmas with the given number of letters appears. In this example, the list would be the total number of words consisting of 4 letters.

- To see other words/expressions with the same number(s) of letters, use **(A)** or **(V)** to scroll up/down. Use **(2nd) (PREV)** or **(2nd) (NEXT)** to jump to the previous or next pattern list.
- Press **(ESC)** to return to the previous view.
- Press **(2nd) (LIST)** to see the list of all patterns (e.g., 5 letters).
- To initiate another search, simply type in the new spelling or press **(2nd) (CLR)** to return to the input screen of the Anagram solver.

### Note

- For the Anagram solver, not only single word but also multiword solutions will be offered - e.g. 'gono' finds 'go on' and 'no go' as well as 'goon'.
- The Crossword Dictionary database does not include regular inflections, so if your original search does not give you the required answer, try removing an -s, -ed, or -ing, and search again.

# Using the Super jump function

Use the Super jump function to select any word in the detail view of each dictionary, then initiate a search based on the selected word.

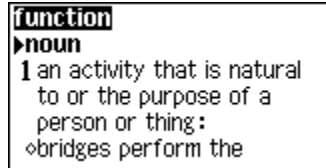
## How to use the Super jump function

### <Example>

Initiate a Super jump search via the *Oxford Dictionary of English*.

1. In the *Oxford Dictionary of English*, show the detail view of the word 'function'.

2. Press **(SUPER JUMP)**. The cursor appears to select the first word in the view.



**function**  
►noun  
1 an activity that is natural to or the purpose of a person or thing:  
◊bridges perform the

3. Use the **(▼ ▲ ► ◀)** keys to move the cursor (and its selection of word) to a desired word.

• The pressing of **(SUPER JUMP)** moves the cursor to the next.

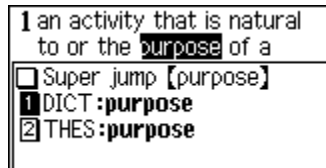
4. While the desired word is selected, press **(ENTER)**.

The Super jump window appears to display selectable items.

• A list of matching words is displayed.

If the selected word is in a variant or inflected form, the original spelling may be displayed instead.

• If only one match is found, or if an item indicated by the jump icon (➡) is selected, then the description of the item will be displayed in the Super jump window instead.



1 an activity that is natural to or the purpose of a  
 Super jump [purpose]  
1 DICT: purpose  
2 THES: purpose

5. Use the number keys to select a desired word in the list (press **(1)** in this example).

The definition of the selected word is displayed in the Super jump window.

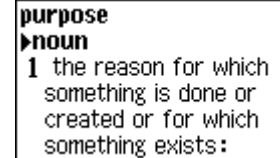
• Press **(ESC)** to go back to the previous view.

• When '▲' and/or '▼' appears on the left side of the window, **(▼ ▲)** or **(V)** can be used to scroll the window.

6. Press **(ENTER)** to jump to the definition of the selected word.

The detail view of the selected word appears.

• Press **(ESC)** to display the previous view.



**purpose**  
►noun  
1 the reason for which something is done or created or for which something exists:

### Note:

• A Super jump search from any of the dictionaries will return matching entries in the following dictionaries:

- Oxford Dictionary of English
- Oxford Thesaurus of English

• For items marked with a jump icon (➡) found in the *Oxford Dictionary of Quotations*, the *Oxford Thesaurus of English* or the Solver functions, the Super jump executes a cross-reference upon selection.

## Specifying a Dictionary to jump to

---

In step 4 above, press **(DICT)** or **(THES)** instead of pressing **(ENTER)**, to specify the Dictionary to jump to.

## Note icon in the Super jump window

---

When the Note icon appears in the Super jump window, press **(NOTE)** and **(ENTER)** to view the contents.

## About the detail view after the jump

---

- The behaviour and function of the detail view is the same as the detail view after an ordinary search.
- Press **(2nd) (CLR)** at the detail view to go back to the Dictionary's input screen.
- A chain of multiple Super jump actions can be backtracked up to 10 times by pressing the **(ESC)** key.

# Using the History function

Use the History function to recall a headword or phrase previously searched in the Dictionaries.

## How to use the History function

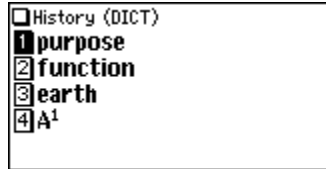
### <Example>

Recall the search history in the *Oxford Dictionary of English*.

1. Press **[DICT]** to open the *Oxford Dictionary of English*.

2. Press **[HISTORY]**. The history view appears, with the most recent search placed at the top of the list.

When '↑' and/or '↓' appears on the left side of the window, **[▼]** **[▲]** or **[V]** **[A]** can be used to scroll the window.



3. Use the number keys to select a desired word in the list.

The detail view of the selected word appears.

### Note:

- Each Dictionary has its own history list. Additionally, phrase search history list of each of the *Oxford Dictionary of English* and the *Oxford Thesaurus of English* is made.
- Solver functions (Crossword solver, Puzzle solver and Anagram solver) have no history list.
- To view the history list, press **[HISTORY]** at the initial screen of each Dictionary, and the initial screen of each phrase search.
- Truncated words in the list are indicated with trailing '...' at the end.
- Each history list can contain up to 30 items. The oldest item will be deleted as item count exceeds 30.

- The items selected by the Random quote in the *Oxford Dictionary of Quotations* will also be added in the history.

## Deleting a history item

1. Display the history list on the screen.
2. Use the **[▼]** or **[▲]** key to place the cursor on the word to be deleted. The reverse colour indicates the selected item.
3. Press **[←]**. A confirmation dialog for deletion appears.
4. Press **[Y]**. The selected word is deleted.

## Deleting the history list of a Dictionary

1. Press **[MENU]**, then **[8]** to open the Set-up menu.
2. Press **[4]** to select 'Deleting history'.
3. Use the number keys to select the history list you wish to delete. A confirmation dialog for deletion appears.
  - To delete all history lists, select 'ALL'.
  - Selecting 'only DICT' or 'only THES' will also delete the history list of each phrase search.
4. Press **[Y]**. The selected history is deleted and the main menu appears.

# Using the Calculator function

The built-in calculator in the Electronic Dictionary can perform 12-digit arithmetic calculations with memory function. To access the Calculator function, press **(MENU)** then **(6)** to select 'Calculator'.

## Prior to initiating calculations

- Before performing any calculation, press **(R-CM)** **(R-CM)** **(2nd)** **(CLR)** to clear the memory and the display.
- To start a calculation with a negative number, place a subtraction sign by pressing **(-)** at the beginning of the calculation.
- If you wish to correct a wrong entry, press **(C-CE)** and re-enter the figure.
- In the calculation examples found in this section, indications and icons that may appear on the screen ('=', 'M+', 'M-', '+', '-', 'x', and '÷') are abbreviated or are not shown. These icons appear to show you the interim result of calculations. For example, the '=' icon appears on the screen when **(=)** or **(%)** is pressed, while icons such as 'M+' and '+' appear after each corresponding key has been pressed.
- An 'M' is shown when a value other than 0 is put in the memory. To clear the content of the memory, press **(R-CM)** twice. Note that the pressing of **(M+)** or **(M-)** also functions as **(=)**.
- Press **(ENTER)** to enter '='. To input '.' (decimal point), press **(?)**.
- An error message 'E' is displayed if:
  - the integer section of a calculation result exceeds 12 digits
  - the memory exceeds 12 digits
  - an attempt is made to divide a number by zero.
 Press **(C-CE)** to clear the error condition.

## Calculation examples

Example	Operation	Display
$(-24) \div 4 - 2 =$	<b>(C-CE)</b> <b>(-)</b> 24 <b>(÷)</b> 4 <b>(-)</b> 2 <b>(=)</b>	-8.
$34 + 57 =$	34 <b>(+)</b> 57 <b>(=)</b> The second figure (57)	91.
$45 + 57 =$	45 <b>(=)</b> becomes the constant. (Subtraction and division are performed in the same way as above.)	102.
$68 \times 25 =$	68 <b>(x)</b> 25 <b>(=)</b> The first figure (68)	1,700.
$68 \times 40 =$	40 <b>(=)</b> becomes the constant.	2,720.
What is 10% of 200?	200 <b>(x)</b> 10 <b>(%)</b>	20.
What percentage is 9 of 36?	9 <b>(÷)</b> 36 <b>(%)</b>	25.
$200 + (200 \times 10\%) =$	200 <b>(+)</b> 10 <b>(%)</b>	220.
$500 - (500 \times 20\%) =$	500 <b>(-)</b> 20 <b>(%)</b>	400.
$(4^3)^2 =$	4 <b>(x)</b> <b>(=)</b> <b>(=)</b> <b>(x)</b> <b>(=)</b>	4,096.
$1/8$	8 <b>(÷)</b> <b>(=)</b>	0.125
$25 \times 5 =$	<b>(R-CM)</b> <b>(R-CM)</b> 25 <b>(x)</b> 5 <b>(M+)</b>	<sup>M</sup> 125.
$-) 84 \div 3 =$	84 <b>(÷)</b> 3 <b>(M-)</b>	<sup>M</sup> 28.
$+) 68 + 17 =$	68 <b>(+)</b> 17 <b>(M+)</b>	<sup>M</sup> 85.
(Total) =	<b>(R-CM)</b>	<sup>M</sup> 182.
$135 \times (12 + 14) =$	<b>(R-CM)</b> <b>(R-CM)</b> 12 <b>(+)</b> 14 <b>(M+)</b> 135 <b>(x)</b> <b>(R-CM)</b> <b>(=)</b>	<sup>M</sup> 26. <sup>M</sup> 3,510.
$(12 + 14) \div 5 =$	<b>(R-CM)</b> <b>(÷)</b> 5 <b>(=)</b> <b>(R-CM)</b> <b>(R-CM)</b> <b>(2nd)</b> <b>(CLR)</b>	<sup>M</sup> 5.2 0.
$123456789098 \times 145 =$	123456789098 <b>(x)</b> 145 <b>(=)</b> <b>(C-CE)</b> (17.9012344192 $\times 10^{12}$ = 17901234419200)	<sup>E</sup> 17.9012344192 17.9012344192

# Using the Converter function

The Converter function consists of two converters: the Currency converter, and the Metric converter.

## Currency converter

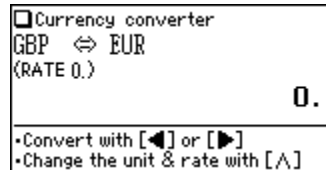
### Setting a currency rate

One conversion rate can be set.

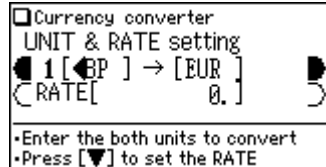
#### <Example>

Set the following rate: £1 = €0.7

1. Press **(MENU)** **(7)** **(1)** to access the Currency converter.



2. Press **(△)**. The input fields for the currency name and rate appear.



3. Use the **(▲)** **(▼)** keys to place the cursor at the desired input field, then input the currency name and its rate. In this example, press **(▼)** and input '0.7'.
  - The currency name field of currency converter is temporarily pre-defined, as seen in the above example.
  - When inputting the desired currency name, press **(2nd)** **(CLR)** to clear the input field and use no more than four letters. Use the **(◀)** **(▶)** keys to set the cursor on the left/right of the currently selected input field.
  - In the left input field, enter the base currency name. In the input field on the right, place the currency name of which you wish to set the conversion rate.
  - Up to 10 digits (excluding the decimal point) can be entered in the currency rate input field.
4. Press **(ENTER)**. The currency name and its rate are set.

### Converting currencies

The conversion calculation can be performed using the previously set conversion rate.

#### <Example>

Convert €175 to pounds (£) when setting the rate: £1 = €0.7.

1. Press **(MENU)** **(7)** **(1)** to display the currency converter.
2. Input '175'. You may input a simple formula, such as '35 × 5 =', instead.
3. Press **(▶)** to execute the conversion from € to £. The converted value of £250 is displayed.
  - Pressing **(▶)** executes a £-to-€ conversion. In this case, the converted value of €122.5 will be displayed.
  - The **(◀)** and **(▶)** arrows on the screen indicate the direction of conversion.
  - To initiate conversion of a different value, just enter the value to be converted, or press **(C:CE)** to clear the value in the input field prior to entering the new conversion.
  - Press **(ESC)** to return to the Converter menu.

# Metric converter

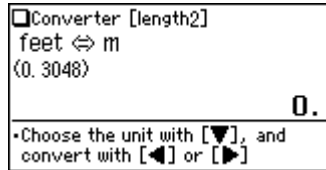
Conversions between different units of measurement (length, mass, etc.) can be performed.

## <Example>

Convert 40 feet to metres.

1. Press **MENU** **(7)** **(2)** to access the Metric converter.

2. Use **(▲)** **(▼)** to select 'Converter [length2] [length2]':



3. Input '40'. You may input a simple formula, such as '25 + 15 =', instead.

4. Press **(▶)**. The value in feet is converted to the metric value.

- Press **(◀)** to convert from the metric value to feet. In this case, the given value '40' will be taken as the metric value to be converted to feet.
- The **(◀)** and **(▶)** arrows on the screen indicate the direction of conversion.
- To initiate conversion of a different value, just enter the value to be converted, or press **(C:CE)** to clear the value in the input field prior to entering the new conversion.
- Use the **(▼)** or **(▲)** key to select one of the other Metric converters.
- Press **(ESC)** to return to the Converter menu.

# Units capable of being converted

The following conversion formulae can be utilised.

length1:            inch ↔ cm

length2:            feet ↔ m

length3:            yard ↔ m

length4:            mile ↔ km

weight1:            ounce ↔ g

weight2:            pound ↔ kg

temperature:        °F ↔ °C

volume:             pint ↔ litre

surface area1:      mile<sup>2</sup> ↔ km<sup>2</sup>

surface area2:      acre ↔ hectare



# Appendices

## Replacing the battery

### Battery used

- Use only the specified alkaline battery.

Type	Size / Model	Quantity
Alkaline battery	Size "AAA" / LR03	1

### Precautions

- Fluid from a leaking battery accidentally entering an eye could result in serious injury. Should this occur, wash with clean water and immediately consult a doctor.
- Should fluid from a leaking battery come in contact with your skin or clothes, immediately wash with clean water.
- If the product is not to be used for some time, to avoid damage to the unit from a leaking battery, remove it and store in a safe place.
- Do not leave an exhausted battery inside the product. It may leak and damage the product.
- Keep batteries out of the reach of children.
- Incorrect handling of batteries may introduce risk of explosion.
- Do not throw batteries into a fire as they may explode.
- Make sure the new battery is the correct type before fitting.
- When installing, orientate the battery correctly as indicated in the unit.
- The battery packaged with this product may be partially exhausted during the shipment and/or storage period, and may need to be replaced sooner than expected.

## When to replace the battery

Replace the battery immediately in the following cases:

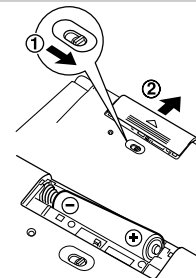
- When **BATT** is displayed.
- When the message 'Replace the battery' appears upon turning the power on.

### Note:

- If you do not follow the procedure describing battery replacement, the History list, as well as the Calculator's memory, may be cleared or altered. Also, Currency converter and the Set-up menu configurations may be reset.
- When **BATT** is displayed, the backlight will not operate.

## Replacement procedure

1. Switch off the power by pressing **(ON/OFF)**.
2. Set the battery replacement switch located on the bottom of the unit to the 'REPLACE BATTERY' position.
3. Remove the battery cover.
4. Remove the used battery and insert the one new battery. Make sure the battery polarity is correctly orientated.
5. Replace the battery cover.
6. Set the battery replacement switch to the 'NORMAL OPERATION' position.
7. Open the unit and press **(ON/OFF)** to turn the power on. The LCD contrast screen appears.
  - If the power cannot be switched on, try following steps 2 through 7 in the above procedure again. Should this fail, then follow the reset procedure on the following page.
8. Follow the instructions on the screen to adjust the LCD contrast, as well as to set the key sound on/off configuration (see steps 7 through 8 of the procedure on page 3).



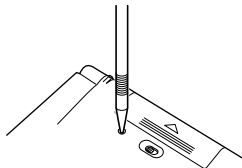
## Reset procedure if trouble occurs

Exposure to a strong physical shock or powerful electrical fields may render the keys inoperable, to the point that the power cannot be switched on. If such case is suspected, try following the procedure below.

### Reset procedures

1. Press the RESET switch located on the bottom of the unit, with the tip of a ball-point pen or similar object. Do not use an object with a breakable or sharp tip.

The message 'Do you want to initialize?' appears.



2. Press **(Y)** to initialize the unit.
  - A message 'Initialized!' is momentarily displayed, followed by the LCD contrast adjustment screen.
  - If **(N)** is selected, then the unit will not be initialized.
3. Follow the instructions on the screen to adjust the LCD contrast, as well as to set the key sound on/off configuration (see steps 7 through 8 of the procedure on page 3.)

#### Note:

- **The reset procedure will clear the History list, and Calculator's memory, as well as to reset the Currency converter and the Set-up menu configurations. To avoid these, you may press **(N)** at step two of the above.**
- After the **(N)** key is pressed as described in the case above, or even when the **(ON/OFF)** key is pressed, the reset procedure may automatically be initiated due to the detection of corrupt data. If this occurs, the message 'Initialized!' will be displayed, followed by the LCD contrast screen. Follow the instructions to set the LCD contrast, as well as to set the key sound on/off configuration.

## Specifications

<b>Model:</b>	PW-E500A
<b>Product name:</b>	Electronic Dictionary
<b>Display:</b>	159 × 80 dot matrix LCD
<b>Number of entries:</b>	<ul style="list-style-type: none"><li>• Oxford Dictionary of English: Approx. 355,000 words, phrases, and definitions</li><li>• Oxford Thesaurus of English: Approx. 600,000 alternative and opposite words</li><li>• Oxford Dictionary of Quotations: Approx. 20,000 quotations, comprehensively indexed Approx. 3,200 authors</li><li>• Oxford Crossword Dictionary: Over 150,000 words and expressions, from 1 to 6 words in length</li><li>• Oxford Puzzle Solver: 50,000 items listed in over 500 categories</li></ul>
<b>Calculator function:</b>	12-digit calculation of addition, subtraction, multiplication, division, percentage, memory calculation, etc.
<b>Converter function:</b>	12-digit conversion of currency and measurement
<b>Power consumption:</b>	0.23 W
<b>Operating temperature:</b>	0°C - 40°C (32°F - 104°F)
<b>Power supply:</b>	1.5 V $\ddot{\cdot}$ (DC): Alkaline battery LR03 (size "AAA") × 1
<b>Battery life:</b>	<ul style="list-style-type: none"><li>• Approx. 200 hours If data is continuously displayed at 25°C (77°F) without backlight</li><li>• Approx. 70 hours If data is searched for 5 minutes and displayed for 55 minutes per hour at 25°C (77°F) without backlight</li></ul>

- Approx. 55 hours  
If data is searched for 5 minutes and displayed for 55 minutes with 2 minute backlight use per hour at 25°C (77°F)

Note: May vary according to various usage conditions

**Weight (including battery):** Approx. 156 g (0.35 lb)

**Dimensions (when closed):** 125 mm (W) × 79.4 mm (D) × 16.8 mm (H)  
4-29/32" (W) × 3-1/8" (D) × 21/32" (H)

**Accessories:** Alkaline battery LR03 (size "AAA") × 1, operation manual

## Troubleshooting

Refer to the list of possible symptoms, and solutions may be found here.

### The unit cannot be switched on.

- Check if the battery is not drained. See page 32.
- Check the battery replacement switch; it should be set at the 'NORMAL OPERATION' position. See page 3.
- Check the polarity of the battery. See page 3.
- Verify the LCD contrast setting; the power may be switched on, but the message on the screen may not be visible. See page 13.
- If the above settings appear normal, then press the RESET switch. See page 33.

### The backlight cannot be switched on.

- Check if the battery is exhausted. See page 32.

### The screen is dark or light.

- Adjust the LCD contrast. See page 13.

### The key sound cannot be heard.

- The key sound may be set to OFF. See page 12.

### The unit does not respond to a key press.

- Press the RESET switch. See page 33.

### The unit shuts off automatically.

- The Auto power off function is in action. The activation interval of the Auto power off function can be adjusted. See page 13.

### The desired word cannot be found.

- A variant form of the word may have been entered. Enter the original form.
- Use the Spellcheck function to verify spellings.

## Product support

If you have read this operation manual, but you still require product support, you can:

Visit our web site

<http://www.sharp.co.uk>

Or Telephone

08705 274277

# Introductions to the Dictionaries

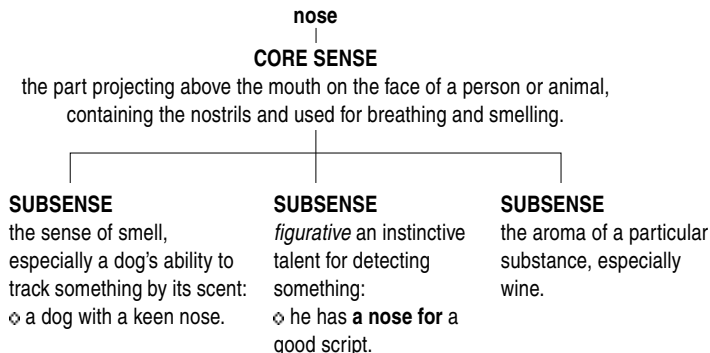
## Oxford Dictionary of English

### Introduction

The *Oxford Dictionary of English* has been compiled according to principles which are quite different from those of traditional dictionaries. New types of evidence are now available in sufficient quantity to allow lexicographers to construct a picture of the language that is more accurate than has been possible before. The approach to structuring and organizing within individual dictionary entries has been rethought, as has the approach to the selection and presentation of information in every aspect of the dictionary: definitions, choice of examples, grammar, word histories, and every other category. New approaches have been adopted in response to a reappraisal of the workings of language in general and its relationship to the presentation of information in a dictionary in particular. The aim of this introduction is to give the user background information for using this dictionary and, in particular, to explain some of the thinking behind these new approaches.

### Structure: Core Sense and Subsense

The first part of speech is the primary one for that word: thus, for **bag** and **balloon** the senses of the noun are given before those for the verb, while for **babble** and **bake** the senses of the verb are given before those of the noun.



Within each part of speech the first definition given is the **core sense**. The general principle on which the senses in the *Oxford Dictionary of English* are organized is that each word has at least one core meaning, to which a number of subsenses may be attached. If there is more than one core sense (see below), this is introduced by a bold sense number. Core meanings represent typical, central uses of the word in question in modern standard English, as established by research on and analysis of the Oxford English Corpus and other citation databases. The core meaning is the one accepted by native speakers as the most literal and central in ordinary modern usage. This is not necessarily the same as the oldest meaning, because word meanings change over time. Nor is it necessarily the most frequent meaning, because sometimes the most frequently used modern sense of a word is a figurative one.

The core sense also acts as a gateway to other, related subsenses. These subsenses are grouped under the core sense, each one being introduced by a solid square symbol.

There is a logical relationship between each subsense and the core sense under which it appears. The organization of senses according to this logical relationship is designed to help the user, not only in being able to navigate the entry more easily and find relevant senses more readily, but also in building up an understanding of how senses in the language relate to one another and how the language is constructed on this model. The main types of relationship of core sense to subsense are as follows:

**(a) figurative extension of the core sense, e.g.**

**HEADWORD: logjam**

CORE SENSE: a crowded mass of logs blocking a river.

SUBSENSE: *figurative* a situation that seems irresolvable:

◇ EXAMPLE: ◇ the president can use his power to **break the logjam** over this issue.

SUBSENSE: *figurative* a backlog:

◇ EXAMPLE: ◇ keeping a diary may ease the logjam of work.

**HEADWORD: bankrupt**

CORE SENSE: (of a person or organization) declared in law as unable to pay their debts:

SUBSENSE: *figurative* completely lacking in a particular good quality:

◇ EXAMPLE: ◇ their cause is morally bankrupt.

**(b) specialized case of the core sense, e.g.**

**HEADWORD: ball<sup>1</sup>**

CORE SENSE: a single throw, kick, or hit of the ball in a game, in particular:

SUBSENSE: *Cricket* a delivery of the ball by the bowler to the batsman.

SUBSENSE: *Baseball* a pitch delivered outside the strike zone which the batter does not attempt to hit.

**HEADWORD: basement**

CORE SENSE: the floor of a building which is partly or entirely below ground level.

SUBSENSE: *Geology* the oldest formation of rocks underlying a particular area.

**(c) other extension or shift in meaning, retaining one or more elements of the core sense, e.g.**

**HEADWORD: bamboo**

CORE SENSE: [mass noun] a giant woody grass which is grown chiefly in the tropics.

SUBSENSE: the hollow jointed stem of this plant, used as a cane or to make furniture and implements.

**HEADWORD: management**

CORE SENSE: the process of dealing with or controlling things or people.

SUBSENSE: [treated as sing. or pl.] the people managing a company or organization, regarded collectively:

◇ EXAMPLE: ◇ management were extremely cooperative.

**HEADWORD: ambassador**

CORE SENSE: an accredited diplomat sent by a state as its permanent representative in a foreign country.

SUBSENSE: a representative or promoter of a specified activity:

◇ EXAMPLE: ◇ he is a good ambassador for the industry.

Many entries have just one core sense. However some entries are more complex and have different strands of meaning, each constituting a core sense. In this case, each core sense is introduced by a bold sense number, and each potentially has its own block of subsenses relating to it.

## Specialist Vocabulary

One of the most important uses of a dictionary is to provide explanations of terms in specialized fields which are unfamiliar to a general user. Yet in many traditional dictionaries the definitions have been written by specialists as if for other specialists, and as a result the definitions are often opaque and difficult for the general user to understand.

One of the primary aims of the *Oxford Dictionary of English* has been to break down the barriers to understanding specialist vocabulary. The challenge has been, on the one hand, to give information which is comprehensible, relevant, and readable, suitable for the general user, while on the other hand maintaining the high level of technical information and accuracy suitable for the more specialist user.

This has been achieved in some cases, notably entries for plants and animals and chemical substances, by separating out technical information, eg Latin names, chemical formulae, from the rest of the definition (shown immediately after a bullet). For examples, see **balloonfish** and **benzopyrene**.

In other cases, it is achieved by giving additional explanatory information within the definition itself, typically in a separate sentence. For examples, see **curling** and **cuttlebone**.

As elsewhere, the purpose is to give information which is relevant and interesting, aiming not just to define the word but also to describe and explain its context in the real world. Additional information of this type, where it is substantial, is given in the form of separate note (<NOTE>). For examples, see **earth** and **Eocene**.

An especially important feature of the *Oxford Dictionary of English* is the coverage of animals and plants. In-depth research and a thorough review have been carried out for animals and plants throughout the world and, as a result, a large number of entries have been included which have never before been included in general dictionaries. The style and presentation of these entries follow the general principles for specialist vocabulary in the *Oxford Dictionary of English*: the entries not only give the technical information, but also describe, in everyday English, the appearance and other characteristics (of behaviour, medicinal or culinary use, mythological significance, reason for the name, etc.) and the typical habitat and distribution. For examples, see **mesosaur**, **kowari** and **hiba**.

## Encyclopedic Material

Some British dictionaries do not include entries for the names of people and places and other proper names. The argument for this is based on a distinction between 'words' and 'facts', by which dictionaries are about 'words' while encyclopedias and other reference works are about 'facts'. The distinction is an interesting theoretical one but in practice there is a considerable overlap: names such as *Shakespeare* and *England* are as much part of the language as words such as *drama* or *language*, and belong in a large dictionary.

The *Oxford Dictionary of English* includes all those terms forming part of the enduring common knowledge of English speakers, regardless of whether they are classified as 'words' or 'names'. The information given is the kind of information that people are likely to need from a dictionary, however that information may be traditionally classified. Both the style of definitions in the *Oxford Dictionary of English* and the inclusion of additional material in separate blocks reflect this approach.

The *Oxford Dictionary of English* includes more than 4,500 place-name entries, 4,000 biographical entries, and just under 3,000 other proper names. The entries are designed to provide not just the basic facts (such as birth and death dates, full name, and nationality), but also a brief context giving information about, for example, a person's life and why he or she is important.

For a few really important encyclopedic entries—for example, countries—a fuller treatment is given and additional information is given in a separate note (<NOTE>).

## Grammar

In recent years grammar has begun to enjoy greater prominence than in previous decades. It is once again being taught explicitly in state schools throughout Britain and elsewhere. In addition there is a recognition that different meanings of a word are closely associated with different lexical and syntactic patterns. The *Oxford Dictionary of English* records and exemplifies the most important of these patterns at the relevant senses of each word, thus giving guidance on language use as well as word meaning.

For example, with the word **bomb**, it is possible to distinguish the main senses of the verb simply on the basis of the grammar: whether the verb takes a direct object, no direct object, or no direct object plus an obligatory adverbial:

CORE SENSE: attack \*(a place or object)\* with a bomb or bombs:

◇ EXAMPLE: ◇ they bombed \*the city\* at dawn.

GRAMMAR: [with obj.]

*(the asterisks match the direct object in the example with the bracketed item in the definition)*

CORE SENSE: *Brit. informal* move very quickly:

◇ EXAMPLE: ◇ we were bombing \*down the motorway\* at breakneck speed.

GRAMMAR: [no obj.], with adverbial of direction]

*(asterisks show adverbial in example)*

CORE SENSE: *informal* (of a film, play, or other event) fail badly:

◇ EXAMPLE: ◇ it just became another big-budget film that bombed.

GRAMMAR: [no obj.]

This has particular relevance for a dictionary such as the *Oxford Dictionary of English*, where the aim is to present information in such a way that it helps to explain the structure of the language itself, not just the meanings of individual senses. For this reason, special attention has been paid to the grammar of each word, and grammatical structures are given explicitly.

Where possible, the syntactic behaviour of a word is presented directly: for example, if a verb is normally found in a particular sense followed by a certain preposition, this is indicated before the definition, in bold. For an example, see **build (build on)**.

In other cases, collocations which are typical of the word in use, though not obligatory, are shown highlighted within the example sentence. For examples, see **cushy (a cushy number)** and **end (ended up in, end up with)**.

Great efforts have been made to use a minimum of specialist terminology. Nevertheless, a small number of terms are essential in explaining the grammar of a word. The less familiar terms are explained below. All terms are, of course, defined and explained under their own entries in the dictionary.

### Terms relating to nouns

Nouns and senses of nouns are generally categorized in this dictionary as being either **[mass noun]** or **[count noun]**. A mass noun is one which is not ordinarily found in the plural and is not used in the singular with the indefinite article 'a' (it is normal to talk about 'bacon', for example, but not 'a bacon' or 'three bacons'), while a count noun is one which can be used with the indefinite article 'a' and can take a plural (e.g. shirt, shirts).

For examples of mass nouns, see **bacon**, **badminton** and **banking**. By default all nouns in this dictionary are to be regarded as count nouns unless stated otherwise. The label **[count noun]** is used to mark those nouns and senses of nouns which can take a plural where this is in contrast with an already stated mass noun. For examples, compare the core sense and subsenses at **ballet** and **brokerage**.

However, there are particular groups of mass noun that can take a plural form in certain circumstances, for instance when referring to different types of something such as food (as in *the panel tasted a range of cheeses*). For reasons of space, such uses are recorded in the *Oxford Dictionary of English* only when they are particularly important. Some categories of mass noun that can take a plural (although this may not be explicitly stated in the dictionary) are given below. The *Oxford Dictionary of English* is the official dictionary of the television word game *Countdown*, and the following list may be helpful for people who enjoy the programme:

#### 1 Types or varieties of:

- food and drink: e.g. yogurt/yogurts, pasta/pastas, rum/rums.
- plants: e.g. clover/clovers, barley/barleys.
- fabric: e.g. gingham/ginghams, silk/silks.
- certain languages or subjects: e.g. English/Englishes, music/musics.
- metals and alloys: e.g. steel/steels, solder/solders.
- rocks: e.g. granite/granites, lava/lavas, clay/clays.
- chemical compounds: e.g. fluoride/fluorides, hydride/hydrides.
- other substances or materials: e.g. rind/rinds, soil/soils, sealskin/sealskins, suncream/suncreams.

#### 2 Portions or units of something, especially food and drink: e.g. lager (glasses/ bottles of lager = lagers), paella (portions of paella = paellas).

#### 3 Shades of colours: e.g. pink/pinks, scarlet/scarlets, grey/greys.

#### 4 An instance of:

- an action or process: e.g. completion (an instance of completing a property sale = completions), genocide (act of genocide = genocides), lambing (an act of lambing = lambings).
- a surgical operation: e.g. circumcision/circumcisions.
- an emotion, pain, or feeling: e.g. backache/backaches, grief (an instance or cause of grief = griefs).

#### 5 An area of land of a specified type: e.g. bogland/boglands, terrain/terrains.

### Other terms relating to nouns

**[as modifier]:** used to mark a noun which can be placed before another noun in order to modify its meaning. For examples see **boom** and **bedside**.

**[treated as sing.]:** used to mark a noun which is plural in form but is used with a singular verb, e.g. 'mumps' in *mumps is one of the major childhood diseases* or 'genetics' in *genetics has played a major role in this work*.

**[treated as sing. or pl.]:** used to mark a noun which can be used with either a singular or a plural verb without any change in meaning or in the form of the headword (often called *collective nouns*, because they typically denote groups of people considered collectively), e.g. *the government are committed to this policy* or *the government is trying to gag its critics*.

**[in sing.]:** used to mark a noun which is used as a count noun but is never or rarely found in the plural, e.g. **ear** in *an ear for rhythm and melody*.

### Terms relating to verbs

**[with obj.]:** used to mark a verb which takes a direct object, i.e. is transitive (the type of direct object being shown in brackets in the definition). For example, see **belabour**.

**[no obj.]:** used to mark a verb which takes no direct object, i.e. is intransitive. For example, see **bristle**.

**[with adverbial]:** used to mark a verb which takes an obligatory adverbial, typically a prepositional phrase, without which the sentence in which the verb occurs would sound unnatural or odd, e.g. **barge into** under **barge**.

### Terms relating to adjectives

**[attrib.]:** used to mark an adjective which is normally used attributively, i.e. comes before the noun which it modifies, e.g. **certain** in *a certain man* (not *the man is certain*, which means something very different). Note that attributive use is standard for many adjectives, especially those in specialist or technical fields: the [attrib.] label is not used in such cases.

**[predic.]:** used to mark an adjective which is normally used predicatively, i.e. comes after the verb, e.g. **ajar** in *the door was ajar* (not *the ajar door*).



**[postpositive]:** used to mark an adjective which is used postpositively, i.e. it typically comes immediately after the noun which it modifies. Such uses are unusual in English and generally arise because the adjective has been adopted from a language where postpositive use is standard, e.g. **galore** in *there were prizes galore for everything*.

### Terms relating to adverbs

**[sentence adverb]:** used to mark an adverb which stands outside a sentence or clause, providing commentary on it as a whole or showing the speaker's or writer's attitude to what is being said, rather than the manner in which something was done. Sentence adverbs most frequently express the speaker's or writer's point of view, although they may also be used to set a context by stating a field of reference, e.g. **certainly**.

**[as submodifier]:** used to mark an adverb which is used to modify an adjective or another adverb, e.g. **comparatively**.

## **Evidence and Illustrative Examples**

The information presented in the dictionary about individual words is based on close analysis of how words behave in real, natural language. Behind every dictionary entry are examples of the word in use—often hundreds and thousands of them—which have been analysed to give information about typical usage, about distribution (whether typically British or typically US, for example), about register (whether informal or derogatory, for example), about currency (whether archaic or dated, for example), and about subject field (whether used only in Medicine, Finance, Chemistry, or Sport, for example).

### 1. Oxford English Corpus

The *Oxford Dictionary of English* was compiled using the Oxford English Corpus, and new material added to this second edition has been derived from this source. The Oxford English Corpus is the name for the Oxford University Press holdings of language databases amounting to hundreds of million words of written and spoken English in machine-readable form, available for computational analysis. Among these language resources are the British National Corpus (100 million words), a new corpus of comparable size, and the database of the Oxford Reading

Programme (see below). By using concordancing techniques, each word can be viewed almost instantaneously in the immediate contexts in which it is used. Whereas compilers of previous dictionaries were able to base their work on only a limited selection of citations, lexicographers on the *Oxford Dictionary of English* analysed hundreds of real examples of each word to see how real language behaves today.

Concordances show at a glance that some combinations of words (called 'collocations') occur together much more often than others. For example, concordance entries might show that 'end in', 'end the', and 'end up' all occur quite often. But are any of these combinations important enough to be given special treatment in the dictionary?

Recent research has focused on identifying combinations that are not merely frequent but also statistically significant. In the Oxford English Corpus, the two words 'end the' occur very frequently together but they do not form a statistically significant unit, since the word 'the' is the commonest in the language. The combinations **end up** and **end in**, on the other hand, are shown to be more significant and tell the lexicographer something about the way the verb **end** behaves in normal use. Of course, a dictionary for general use cannot go into detailed statistical analysis of word combinations, but it can present examples that are typical of normal usage. In the *Oxford Dictionary of English* particularly significant or important patterns are highlighted, in bold, e.g. **end in**, **end up** under **end**.

For further details, see the section on Grammar.

### 2. Oxford Reading Programme

The citation database created by the Oxford Reading Programme is an ongoing research project in which readers around the world select citations from a huge variety of specialist and non-specialist sources in all varieties of English. This database currently stands at around 77 million words and is growing at a rate of 7 million words a year.

### 3. Specialist reading

A general corpus does not, by definition, contain large quantities of specialized terminology. For this reason, a directed reading programme was set up specially for the *Oxford Dictionary of English*, enabling additional research and collection of citations in a number of neglected fields, for example food and cooking, health and fitness, boats and sailing, photography, genetics, martial arts, and complementary medicine.

### 4. Examples

The *Oxford Dictionary of English* contains many more examples of words in use than any other comparable dictionary. Generally, they are there to show typical uses of the word or sense. All examples are authentic, in that they represent actual usage. In the past, dictionaries have used made-up examples, partly because not enough authentic text was available and partly through an assumption that invented examples were somehow better in that they could be tailored to the precise needs of the dictionary entry. Such a view finds little favour today, and it is now generally recognized that the 'naturalness' provided by authentic examples is of the utmost importance in providing an accurate picture of language in use.

## Word Histories

The etymologies in standard dictionaries explain the language from which a word was brought into English, the period at which it is first recorded in English, and the development of modern word forms. While the *Oxford Dictionary of English* does this, it also goes further. It explains sense development as well as morphological (or form) development. Information is presented clearly and with a minimum of technical terminology, and the perspective taken is that of the general user who would like to know about word origins but who is not a philological specialist. In this context, the history of how and why a particular meaning developed from an apparently quite different older meaning is likely to be at least as interesting as, for example, what the original form was in Latin or Greek.

For example, the word history for the word **oaf** shows how the present meaning developed from the meaning 'elf', while the entry for **conker** shows how the word may be related both to 'conch' and 'conquer' (explaining how the original game of conkers was played with snail shells rather than the nut of the horse chestnut).

Additional special features of the *Oxford Dictionary of English* include 'internal etymologies' and 'folk etymologies'. Internal etymologies are given within entries to explain the origin of particular senses, phrases, or idioms. For example, how did the figurative use of **red herring** come about? Why do we call something a **flash in the pan**? See the internal etymologies under **red herring** and **flash**.

The *Oxford Dictionary of English* presents the information in a straightforward, user-friendly fashion immediately following the relevant definition.

In a similar vein, folk etymologies—those explanations which are unfounded but nevertheless well known to many people—have traditionally simply been ignored in dictionaries. The *Oxford Dictionary of English* gives an account of widely held but often erroneous folk etymologies for the benefit of the general user, explaining competing theories and assessing their relative merits where applicable. See the folk etymologies at **posh** and **snoob**.

Researching word histories is similar in some respects to archaeology: the evidence is often partial or not there at all, and etymologists must make informed decisions using the evidence available, however inadequate it may be. From time to time new evidence becomes available, and the known history of a word may need to be reconsidered. In this, the *Oxford Dictionary of English* has been able to draw on the extensive expertise and ongoing research of the *Oxford English Dictionary*.

## Usage Notes (NOTE)

Interest in questions of good usage is widespread among English speakers everywhere, and many issues are hotly debated. In the *Oxford Dictionary of English*, traditional issues have been reappraised, and guidance is given on various points, old and new. The aim is to help people to use the language more accurately, more clearly, and more elegantly, and to give information and offer reassurance in the face of some of the more baffling assertions about 'correctness' that are sometimes made.

This reappraisal has involved looking carefully at evidence of actual usage (in the Oxford English Corpus, the citations collected by the Oxford Reading Programme, and other sources) in order to find out where mistakes are actually being made, and where confusion and ambiguity actually arise. The issues on which journalists and others tend to comment have been reassessed and a judgement made about whether their comments are justified.

From the 15th century onwards, traditionalists have been objecting to particular senses of certain English words and phrases, for example 'aggravate', 'due to', and 'hopefully'. Certain grammatical structures, too, have been singled out for adverse comment, notably the split infinitive and the use of a preposition at the end of a clause. Some of these objections are founded on very dubious arguments, for example the notion that English grammatical structures should precisely parallel those of Latin or that meaning change of any kind is inherently suspect. For examples of notes on such issues, see **preposition**, **due** and **aggravate**.

The usage notes in the *Oxford Dictionary of English* take the view that English is English, not Latin, and that English is, like all languages, subject to change. Good usage is usage that gets the writer's message across, not usage that conforms to some arbitrary rules that fly in the face of historical fact or current evidence. The editors of the *Oxford Dictionary of English* are well aware that the prescriptions of pundits in the past have had remarkably little practical effect on the way the language is actually used. A good dictionary reports the language as it is, not as the editors (or anyone else) would wish it to be, and the usage notes must give guidance that accords with observed facts about present-day usage.

This is not to imply that the issues are straightforward or that there are simple solutions, however. Much of the debate about use of language is highly political and controversy is, occasionally, inevitable. Changing social attitudes have stigmatized long-established uses such as the word 'man' to denote the human race in general, for example, and have highlighted the absence of a gender-neutral singular pronoun meaning both 'he' and 'she' (for which purpose 'they' is increasingly being used). Similarly, words such as 'race' and 'native' are now associated with particular problems of sensitivity in use, and the ways that disability is referred to have come under close examination. The usage notes in the *Oxford Dictionary of English* offer information and practical advice on such issues. For examples, see **man**, **native** and **disabled**.

## Standard English

Unless otherwise stated, the words and senses recorded in this dictionary are all part of standard English; that is, they are in normal use in both speech and writing everywhere in the world, at many different levels of formality, ranging from official documents to casual conversation. Some words, however, are appropriate only in particular contexts, and these are labelled accordingly. The technical term for a particular level of use in language is **register**.

The *Oxford Dictionary of English* uses the following register labels:

- formal:** normally used only in writing, in contexts such as official documents.
- informal:** normally used only in contexts such as conversations or letters among friends.
- dated:** no longer used by the majority of English speakers, but still encountered occasionally, especially among the older generation.
- archaic:** very old-fashioned language, not in ordinary use at all today, but sometimes used to give a deliberately old-fashioned effect or found in works of the past that are still widely read.
- historical:** still used today, but only to refer to some practice or artefact that is no longer part of the modern world, e.g. **baldric** and **almoner**.
- literary:** found only or mainly in literature written in an 'elevated' style.

- technical:** normally used only in technical and specialist language, though not necessarily restricted to any specific subject field.
- rare:** not in normal use.
- humorous:** used with the intention of sounding funny or playful.
- dialect:** not used in the standard language, but still widely used in certain local regions of the English-speaking world. A distinction is made between traditional dialect, which is generally to do with rural society and agricultural practices which have mostly died out, and contemporary dialect, where speakers may not even be aware that the term is in fact a regionalism. The *Oxford Dictionary of English* aims to include the main contemporary dialect terms, but does not set out to record traditional dialect.
- offensive:** language that is likely to cause offence, particularly racial offence, whether the speaker intends it or not.
- derogatory:** language intended to convey a low opinion or cause personal offence.
- euphemistic:** mild or indirect language used to avoid making direct reference to something unpleasant or taboo.
- vulgar slang:** informal language that may cause offence, often because it refers to the bodily functions of sexual activity or excretion, which are still widely regarded as taboo.

## World English

English is spoken as a first language by more than 300 million people throughout the world, and used as a second language by many millions more. It is the language of international communication in trade, diplomacy, sport, science, technology, and countless other fields.

The main regional standards are British, US and Canadian, Australian and New Zealand, South African, Indian, West Indian, and SE Asian. Within each of these regional varieties, a number of highly differentiated local dialects may be found. For example, within British English, Scottish and Irish English have a long history and a number of distinctive features, which have in turn influenced particular North American and other varieties.

The scope of a dictionary such as the *Oxford Dictionary of English*, given the breadth of material it aims to cover, must be limited in the main to the vocabulary of the standard language throughout the world rather than local dialectal variation. Nevertheless, the *Oxford Dictionary of English* includes thousands of regionalisms encountered in standard contexts in the different English-speaking areas of the world. For examples, see **bakkie**, **larrikin**, **ale**, **history-sheeter**, **sufferation**.

The underlying approach has been to get away from the traditional, parochial notion that 'correct' English is spoken only in England and more particularly only in Oxford or London. A network of consultants in all parts of the English-speaking world has assisted in this by giving information and answering queries—by e-mail, on a regular, often daily basis—on all aspects of the language in a particular region. Often, the aim has been to find out whether a particular word, sense, or expression, well known and standard in British English, is used anywhere else. The picture that emerges is one of complex interactions among an overlapping set of regional standards.

The vast majority of words and senses in the *Oxford Dictionary of English* are common to all the major regional standard varieties of English, but where important local differences exist, the *Oxford Dictionary of English* records them. There are more than 14,000 geographical labels on words and senses in this dictionary, but this contrasts with more than ten times that number which are not labelled at all.

The complexity of the overall picture has necessarily been simplified, principally for reasons of space and clarity of presentation. For example, a label such as 'chiefly Brit' implies but does not state that a term is not standard in American English, though it may nevertheless be found in some local varieties in the US. In addition, the label 'US' implies that the use is typically US (and probably originated in the US) and is not standard in British English, but it might be found in other varieties such as Australian or South African English. The label 'Brit', on the other hand, implies that the use is found typically in standard British English but is not found in standard American English, though it may be found elsewhere.

## Spelling

It is often said that English spelling is both irregular and illogical, and it is certainly true that it is only indirectly related to contemporary pronunciation. English spelling reflects not modern pronunciation but the pronunciation of the 14th century, as used by Chaucer. This traditional spelling was reinforced in the 16th and 17th centuries, in particular through the influence of the works of Shakespeare and the Authorized Version of the Bible. However, in the two centuries between Chaucer and Shakespeare English pronunciation had undergone huge changes, but spelling had failed to follow.

In the 18th century, standard spelling became almost completely fixed. The dictionaries written in this period, particularly Samuel Johnson's *Dictionary of the English Language* (1755), helped establish this national standard, which, with only minor change and variation, is the standard accepted in English today. The complex history of the English language, together with the absence of any ruling body imposing 'spelling reform', has ensured that many idiosyncrasies and anomalies in standard spelling have not only arisen but have also been preserved.

The *Oxford Dictionary of English* gives advice and information on spelling, particularly those cases which are irregular or which otherwise cause difficulty for native speakers. The main categories are summarized below.

### Variant spellings

The main form of each word given in the *Oxford Dictionary of English* is always the standard British spelling. If there is a standard variant, e.g. a standard US spelling variant, this is indicated at the top of the entry and is cross-referred if its alphabetical position is more than three entries distant from the main entry. For examples, compare **filo/phylo** and **aluminium/aluminum**.

Other variants, such as archaic, old-fashioned, or informal spellings, are cross-referred to the main entry, but are not themselves listed at the parent entry. For example, compare **Esquimau/Eskimo**.

### -ise or ize?

Many verbs end with the suffix **-ize** or **ise**. The form **-ize** has been in use in English since the 16th century, and, despite what some people think, is not an Americanism. The alternative form **-ise** is found more commonly in British than in American English. For most verbs of this class either **-ize** or **-ise** is acceptable; this dictionary has used **-ize** spellings, with **-ise** given as an equally correct, alternative spelling. For some words, however, **-ise** is obligatory: first, where it forms part of a larger word element, such as **-mise** (= sending) in **compromise**, and **-prise** (= taking) in **surprise**; and second, in verbs corresponding to nouns with **-s-** in the stem, such as **advertise** and **televise**.

### Hyphenation

Although standard spelling in English is fixed, the use of hyphenation is not. In standard English a few general rules are followed, and these are outlined below.

**Hyphenation of noun compounds:** There is no hard-and-fast rule saying whether, for example, **airstream**, **air stream**, or **air-stream** is correct. All forms are found in use: all are recorded in the Oxford English Corpus and other standard texts. However, there is a broad tendency to avoid hyphenation for noun compounds in modern English (except when used to show grammatical function: see below). Thus there is, for example, a preference for **airstream** rather than **air-stream** and for **air raid** rather than **air-raid**. Although this is a tendency in both British and US English there is an additional preference in US English for the form to be one word and in British English for the form to be two words, e.g. **buck tooth** tends to be the commonest form in British English, while **bucktooth** tends to be the commonest form in US English. To save space and avoid confusion, only one of the three potential forms of each noun compound (the standard British one) is used as the headword form in the *Oxford Dictionary of English*. This does not, however, imply that other forms are incorrect or not used.

**Grammatical function:** Hyphens are also used to perform certain grammatical functions. When a noun compound made up of two separate words (e.g. **credit card**) is placed before another noun and used to modify it, the general rule is that the noun compound becomes hyphenated, e.g. *I used my credit card* but *credit-card debt*. This sort of regular alternation is seen in example sentences in the *Oxford Dictionary of English* but is not otherwise explicitly mentioned in the dictionary entries.

A similar alternation is found in compound adjectives such as **well intentioned**. When used predicatively (i.e. after the verb), such adjectives are unhyphenated, but when used attributively (i.e. before the noun), they are hyphenated: *his remarks were well intentioned* but *a well-intentioned remark*.

A general rule governing verb compounds means that, where a noun compound is two words (e.g. **beta test**), any verb derived from it is normally hyphenated (to **beta-test**: *the system was beta-tested*). Similarly, verbal nouns and adjectives are more often hyphenated than ordinary noun or adjective compounds (e.g. **glass-making, nation-building**).

Phrasal verbs such as 'take off', 'take over', and 'set up' are not hyphenated, but nouns formed from phrasal verbs are hyphenated, or, increasingly, written as one word: *the plane accelerated for take-off; a hostile takeover; he didn't die, it was a set-up*. There is an increasing tendency to hyphenate the verb form as well (*food available to take-away*) but this is not good writing style and should be avoided.

### Inflection

Compared with other European languages, English has comparatively few inflections, and those that exist are remarkably regular. We add an *-s* to most nouns to make a plural; we add *-ed* to most verbs to make a past tense or a past participle, and *-ing* to make a present participle.

Occasionally, a difficulty arises: for example, a single consonant after a short stressed vowel is doubled before adding *-ed* or *-ing* (**hum, hums, humming, hummed**). In addition, words borrowed from other languages generally bring their foreign inflections with them, causing problems for English speakers who are not proficient in those languages.

In all such cases, guidance is given in the *Oxford Dictionary of English*. The main areas covered are outlined below.

### Verbs

The following forms are regarded as regular and are therefore not shown in the dictionary:

- third person singular present forms adding *-s* to the stem (or *-es* to stems ending in *-s, -x, -z, -sh,* or soft *-ch*), e.g. **find** → **finds** or **change** → **changes**
- past tenses and past participles dropping a final silent *e* and adding *-ed* to the stem, e.g. **change** → **changed** or **dance** → **danced**
- present participles dropping a final silent *e* and adding *-ing* to the stem, e.g. **change** → **changing** or **dance** → **dancing**

Other forms are given in the dictionary, notably for:

- verbs which inflect by doubling a consonant, e.g. **bat** → **batting, batted**
- verbs ending in *-y* which inflect by changing *-y* to *-i*, e.g. **try** → **tries, tried**
- verbs in which past tense and past participle do not follow the regular *-ed* pattern, e.g. **feel** → past and past participle **felt**; **awake** → past **awoke**; past participle **awoken**
- present participles which add *-ing* but retain a final *e* (in order to make clear that the pronunciation of *g* remains soft), e.g. **singe** → **singeing**

### Nouns

Plurals formed by adding *-s* (or *-es* when they end in *-s, -x, -z, -sh,* or soft *-ch*) are regarded as regular and are not shown.

Other plural forms are given in the dictionary, notably for:

- nouns ending in *-i* or *-o*, e.g. **agouti** → **agoutis**; **albino** → **albinos**
- nouns ending in *-a, -um,* or *-us* which are or appear to be Latinate forms, e.g. **alumna** → **alumnae**; **spectrum** → **spectra**; **alveolus** → **alveoli**
- nouns ending in *-y*, e.g. **fly** → **flies**
- nouns with more than one plural form, e.g. **storey** → **storeys** or **stories**
- nouns with plurals showing a change in the stem, e.g. **foot** → **feet**
- nouns with plurals unchanged from the singular form, e.g. **sheep** → **sheep**

## Adjectives

The following forms for comparative and superlative are regarded as regular and are not shown in the dictionary:

- words of one syllable adding *-er* and *-est*, e.g. **great** → **greater, greatest**
- words of one syllable ending in silent *e*, which drop the *-e* and add *-er* and *-est*, e.g. **brave** → **braver, bravest**
- words which form the comparative and superlative by adding 'more' and 'most'

Other forms are given in the dictionary, notably for:

- adjectives which form the comparative and superlative by doubling a final consonant, e.g. **hot** → **hotter, hottest**
- two-syllable adjectives which form the comparative and superlative with *-er* and *-est* (typically adjectives ending in *-y* and their negative forms), e.g. **happy** → **happier, happiest; unhappy** → **unhappier, unhappiest**

## Pronunciations

Generally speaking, native speakers of English do not need information about the pronunciation for ordinary, everyday words such as **bake, baby, beach, bewilder, boastful, or budget**. For this reason, no pronunciations are given for such words (or their compounds and derivatives) in the *Oxford Dictionary of English*. Words such as **baba ganoush, bacalaureate, beatific, bijouterie, bucolic, and buddleia**, on the other hand, are less familiar and may give problems. Similarly, difficulties are often encountered in pronouncing names of people and places, especially foreign ones, such as **Chechnya, Kieslowski, and Althusser**.

In the *Oxford Dictionary of English*, the principle followed is that pronunciations are given where they are likely to cause problems for the native speaker of English, in particular for foreign words, foreign names, scientific and other specialist terms, rare words, words with unusual stress patterns, and words where there are alternative pronunciations or where there is a dispute about the standard pronunciation.

The *Oxford Dictionary of English* uses the International Phonetic Alphabet (IPA) to represent the standard accent of English as spoken in the south of England (sometimes called Received Pronunciation or RP). The transcriptions reflect pronunciation as it actually is in modern English, unlike some longer-established systems, which reflect the standard pronunciation of broadcasters and public schools in the 1930s. It is recognized that, although the English of southern England is the pronunciation given, many variations are heard in standard speech in other parts of the English-speaking world.

The symbols used for English words, with their values, are given below. In multi-syllable words the symbol ' is used to show that the following syllable is stressed (as in kə'bal); the symbol ˌ indicates a secondary stress (as in ˌkælə'bri:z).

---

**Consonants:** *b, d, f, h, k, l, m, n, p, r, s, t, v, w,* and *z* have their usual English values. Other symbols are used as follows:

g	get	x	loch	ð	this	j	yes
tʃ	chip	ŋ	ring	ʃ	she		
dʒ	jar	θ	thin	ʒ	decision		

---

## Vowels

short vowels	long vowels (: indicates length)	diphthongs	triphthongs	
a	cat	ɑ: arm	ʌɪ my	ʌɪə fire
ɛ	bed	ɛ: hair	aʊ how	aʊə sour
ə	ago	ə: her	eɪ day	
ɪ	sit	i: see	əʊ no	
i	cosy	ɔ: saw	ɪə near	
ɒ	hot	u: too	ɔɪ boy	
ʌ	run		ʊə poor	
ʊ	put			

(ə) before /l/, /m/, or /n/ indicates that the syllable may be realized with a syllabic l, m, or n, rather than with a vowel and consonant, e.g. /'bʌt(ə)n/ rather than /'bʌtən/.  
 (r) indicates an r that is sometimes sounded when a vowel follows, as in *drawer*, *cha-chaing*.

### Foreign pronunciations

Foreign words and phrases, whether naturalized or not, are always given an anglicized pronunciation. The anglicized pronunciation represents the normal pronunciation used by native speakers of standard English (who may not be speakers of other languages) when using the word in an English context. A foreign pronunciation is also given for words taken from other languages (principally French, Dutch, German, Italian, Russian, and Spanish) where this is appreciably different from the anglicized form and where the other language is familiar to a reasonable number of English speakers.

Where the native form of a foreign place name is given in addition to the anglicized form, only the foreign pronunciation of this form is given.

Foreign-language transcriptions are based on current national standards. Regional variations have not been given, except in the case of Spanish transcriptions, where both Castilian and American Spanish variants are given (if distinct). Transcriptions are broad, and many symbols, identical to those used for transcribing English, have similar values to those of RP. In a few cases, where there is no English equivalent to a foreign sound, a symbol has been added to the inventory. The additional symbols used to represent foreign pronunciations are given on the right.

### Consonants

ç	(German)	Ehrlich, gemütlich
ɲ	(French)	Monseigneur, Auvergne, Daubigny
	(Italian)	Emilia-Romagna
	(Portuguese)	Minho
	(Spanish)	España, Buñuel
β	(Spanish)	Bilbao

ɣ	(Spanish)	Burgos
ʎ	(Italian)	Cagliari
z	(Hungarian)	Magyarország
R	French 'r'	Anvers, Arles
r	all other values of 'r' in other featured languages.	(German) Braunschweig (Italian) Alberti (Russian) Grozny (Spanish) Algeciras, zarzuela

### Vowels

<i>Short vowels</i>		<i>long vowels</i> (: indicates length)	
ɐ	(German) Abitur	a:	(Dutch) Den Haag (German) Aachen
ɑ	(Dutch) Nederland	e:	(German) Wehrmacht (Dutch) Nederland (Irish) Gaeltacht
e	(French) abbé (Italian) Croce (Spanish) Albacete	o:	(German) verboten (Hungarian) Brassó
o	(French) auberge (Italian) Palio (Spanish) Cortes		
ɔ	(French) Bonnard (German) durchkomponiert (Greek) Dhílos (Hungarian) Brassó (Italian) Borgia		
œ	(French) Pasteur		
ø	(French) Montreux	ø:	(German) Gasthöfe
u	(French) Anjou (Italian) Duccio (Spanish) Asunción		



y	(French)	cru	y:	(German)	gemütlich
ʏ	(German)	München			
j	(Irish)	Dáil			
	(Russian)	Arkhangelsk			
˘	(French)	Horta			

---

*nasalized vowels*

(˜ indicates nasality)

*diphthongs*

ã	pincette	} used for anglicized French pronunciations	ai	(German)	Gleichschaltung
õ	cordón bleu				
ã	(French)	Danton, Lac Leman			
ẽ	(French)	Amiens, Rodin			
õ	(French)	Verdun			
õ	(French)	arrondissement			

---

## Oxford Thesaurus of English

### Introduction

The *Oxford Thesaurus of English (OTE)* has been compiled using new evidence in new ways, in order to create an original work of reference that will be most useful to a wide range of users for many different purposes. It is an independent resource in its own right, but it may also be viewed as a companion volume to the *Oxford Dictionary of English*, Oxford's ground-breaking one-volume dictionary which, based on systematic analysis of hundreds of millions of words of real English, presents the most accurate picture of the language available. *OTE* draws on the same data to give sets of words compiled according to their similarity in meaning and checked for actual usage against the evidence in the Oxford English Corpus.

All thesauruses contain lists of words that are linked by having a similar or related meaning, but this thesaurus also contains:

- opposites (e.g. for the different senses of **smart**: *scruffy, unfashionable, stupid, slow, and gentle*).
- word links (e.g. words related to **horse**, such as *stallion, mare, and equine*)
- studies of synonyms with similar meanings, entitled 'Choose the Right Word' (e.g. *brusque, abrupt, curt, and terse*)
- advice on pairs of confusingly similar words (e.g. "**militate or mitigate?**")
- a broad selection of word lists (e.g. **herbs**: *angelica, anise, basil, bay leaf, bergamot, etc.*)

For more information on these features, see the relevant sections on pages 51–52.

### Selection of entries


The primary purpose of *OTE* is to give synonyms for the common everyday words of English: words with roughly the same meaning as the entry word (headword). Some words, especially those for animals, plants, and physical objects, do not have synonyms, so they do not get entries in a thesaurus. You will not find synonyms of *gerbil* or *geranium*, but there is an entry for *squirrel* because of the phrasal verb *squirrel something away*, which has synonyms such as *save, put aside, and stash away*.

The words selected as headwords are general words that nonspecialists are likely to want to look up. It is the job of a dictionary, not a thesaurus, to explain the meanings of unusual words, such as *supererogatory*, so such words do not get an alphabetical entry here. However, *supererogatory* is given as a synonym at entries for the more familiar words *inessential*, *needless*, and *unnecessary*. A thesaurus can thus lead the user from the familiar to the unfamiliar, improving his or her word power.

## Homonyms

Homonyms are words that are written the same but have different and unrelated meanings, such as the *bank* of a river or lake and a *bank* that looks after people's money. Each has its own numbered entry, thus:

**bank**<sup>1</sup> ...  the banks of Lake Michigan

**bank**<sup>2</sup> ...  I paid the money into my bank

## Synonyms

It is sometimes argued that no two words have exactly the same meaning. Even words as similar in meaning as *close* and *shut* may have slightly different nuances. *Closing* a shop implies that the shop is no longer open for business, so no one can come in. On the other hand, *shutting* a shop implies that the shop is being made secure, so that nothing can be taken out. A similar distinction is found between *strong* and *powerful*: *powerful enemies* may threaten from outside, but a *strong defence* on the inside will deter them from attacking. However, these are unusually subtle distinctions. For most practical purposes, *close* and *shut* have the same meaning, as do *strong* and *powerful*. Other synonyms are more distant, or emphasize different aspects of the meaning. For example, another close synonym of *strong* is *muscular*, but it places much more emphasis on physical strength. By contrast, *stalwart* and *staunch* are synonyms that emphasize more abstract aspects of this meaning of *strong*. *Forceful*, *secure*, *durable*, *loud*, *intense*, *bright*, and *alcoholic* are other close synonyms of *strong*, but all in quite different senses. They are not, of course, synonyms of each other.

In this title, the broadest possible definition of the term 'synonym' has been adopted, as being the one that will be most useful to users. Even words whose

meaning is quite distantly related to that of the headword are supplied if they can be used to get the same message across in appropriate contexts or if they are synonymous with a part of the meaning of the headword.

The synonyms in each entry are grouped together in synonym sets. Major synonym sets correspond roughly to different senses of a word in a dictionary, but the divisions are also governed by the matches between headwords and synonyms. Each major synonym set is numbered, and many have finer subdivisions, which are separated by semicolons.

At the start of almost every synonym set is a 'core synonym': the term which is closest in meaning to the headword in that particular sense. Core synonyms are printed in **BOLD**. If no one synonym is particularly close, there may be no bold core synonym. Some synonym sets have more than one core synonym; for example at *avant-garde* (adjective), both *innovative* and *advanced* are very close in meaning to the headword, so both are given as core synonyms. Two different core synonyms within the same sense group may emphasize slightly different aspects of the meaning of the headword. For example, at *dutiful*, the first core synonym given is *conscientious*, followed by a group of words closely related to this aspect of its meaning. Then, after a semicolon, a second core synonym, *obedient*, is given, with a further group of synonyms related to that aspect.

Synonyms whose usage is restricted in some way, such as regional expressions and informal or very formal words, are placed at the end of each major synonym set and labelled accordingly. See **Register** below.

## Illustrative examples

Almost every synonym set in *OTE* is illustrated with a carefully chosen example of the word in use in the relevant sense. These are authentic examples of natural usage taken from the Oxford English Corpus (see **Linguistic evidence** below). The examples can therefore be trusted for guidance on using unfamiliar words in an idiomatic way, but it does not follow that each synonym given can be used in the example, in place of the headword.

Where part of an example is printed in **bold** type, this indicates that some or all of the synonyms can be substituted for that particular phrase, not just for the headword alone. Thus at *attached*, the example given is:

**EM** she was very **attached to** her brother

because the synonyms are equivalent to *attached to*:

**fond of**, devoted to, full of regard for, full of admiration for; affectionate towards, tender towards, caring towards; <informal> mad about, crazy about, nuts about.

## Linguistic evidence

OTE was compiled using the Oxford English Corpus, the collective name for Oxford's holdings of language databases amounting currently to over 300 million words of written and spoken English, which are in machine-readable form and available for computational and lexicographical analysis. The text is drawn from a very diverse range of sources (from scholarly journals to internet chatrooms, via novels and newspapers), either as large portions of continuous text or as short extracts selected for the ever-growing database of the Oxford Reading Programme by its international network of readers.

The Oxford English Corpus allows lexicographers to sort and analyse thousands of examples in context and thereby see more clearly than ever before how words are actually used. For the specific purposes of this thesaurus they have been able to:

- confirm whether a word has senses for which there are suitable synonyms
- check the sense of words being selected as synonyms
- actively find synonyms which have not previously been recorded.

The Corpus is also used to obtain the sentences and phrases given as examples of usage.

## Idiomatic phrases and phrasal verbs

English is full of idiomatic expressions—phrases whose meaning is more than the sum of their parts. For example, *a shot in the dark* means 'a guess', while *a shot in the arm* means 'a boost'. Neither of these has very much to do with more literal meanings of *shot*. Phrasal verbs are expressions such as *book in* and *turn out*, consisting of a verb plus a particle. The meaning of a phrasal verb is also often quite idiomatic; for example, the meanings of *take off* are quite distinct from the meanings of *take*. This thesaurus includes a rich selection of both kinds of idiomatic expression, and provides synonyms for each. If a word is used as both a noun and

a verb, the idiomatic expressions are entered as subentries under the part of speech in which the word is used. Thus, *by the book* is given under the noun senses of *book*, while *book in* is given under the verb senses.

## Register: standard vs. informal and regional English

Informal usage is more prevalent than it was even just a few years ago. People may be heard using slang expressions in quite formal contexts, while the use of swear words and taboo words is on the increase. Taboos generally are weakening, though more so in Australia, where *bastard* is scarcely different from *guy* or *chap*, and less so in southern US States such as Texas. This thesaurus contains a rich selection of informal and vulgar synonyms for more formal expressions. Users who wish to avoid giving offence should treat the *vulgar slang* labels as warning notices.

Most of the synonyms given are, of course, part of standard English; that is, they are in normal use in both speech and writing everywhere in the world, at many different levels of formality, ranging from official documents to casual conversation. These general synonyms are given first in each synonym set. Some words, however, are appropriate only in particular contexts, and these are placed after the standard expressions and labelled accordingly. The technical term for these differences in levels of usage is 'register'. The main register labels used in this thesaurus are the following:

- informal:** normally used only in contexts such as conversations or letters between friends, e.g. *swig* as a synonym for *drink*.
- vulgar slang:** informal language that may cause offence, usually because it refers to bodily functions.
- formal:** normally used only in writing, in contexts such as official documents, e.g. *dwelling* as a synonym for *home*.
- technical:** normally used only in technical and specialist language, though not necessarily restricted to any specific field, e.g. *littoral* as a synonym for *beach*. Words used in specific fields are given appropriate labels, e.g. *Medicine*, *Christianity*.
- literary:** found only or mainly in literature written in an 'elevated' style, e.g. *ambrosial* as a synonym for *delicious*.

- dated:** no longer used by the majority of English speakers, but still encountered occasionally, especially among the older generation, e.g. *measure one's length* as a synonym for *fall down*.
- historical:** still used today, but only to refer to some practice or article that is no longer part of the modern world, e.g. *ruff*, the type of collar.
- humorous:** used with the intention of sounding funny or playful, e.g. *terminological inexactitude* as a synonym for *lie*.
- archaic:** very old-fashioned language, not in ordinary use at all today, but sometimes used to give a deliberately old-fashioned effect, or found in works of the past that are still widely read, e.g. *aliment* as a synonym for *food*.
- rare:** not in common use, e.g. *acclivitous* as a synonym for *steep*.

## World English

It is a truism that English is now a world language. In this thesaurus, particular care has been taken to include synonyms from every variety of English, not just British; and when these are exclusively or very strongly associated with a region of the world they are labelled as such.

The main regional standards are British (abbreviated to <Brit.>), North American <N. Amer.>, Australian and New Zealand <Austral./NZ>, South African <S. African>, Indian (in the sense of the variety of English found throughout the subcontinent), and West Indian <W. Indian>. If the distinction is very clear, finer labelling may be used, as with *beer parlour*, a Canadian synonym for *bar*.

Scottish, Irish, and Northern English are varieties within the British Isles containing distinctive vocabulary items of their own. The main synonyms found as regional terms of this kind are entered and labelled accordingly.

The term for something found mainly or exclusively in a particular country or region (although it may be mentioned in any variety of English) is identified by an indication such as '(in the Caribbean)'. An example is *key* (as a synonym for *island*).

Many regionally restricted terms are informal, rather than being part of the standard language. Writers in the northern hemisphere in search of local colour may be delighted to learn that an Australian synonym for *sordid* is *scungy*, while Australian

writers may find it equally useful to be given equivalent British terms, *manky* and *grotty*.

Words that are used in English but still generally regarded as foreign are labelled with their language of origin. For example, among the synonyms for *hotel* are: *French* pension, *auberge*; *Spanish* posada, *parador*; *Portuguese* pousada; *Italian* pensione; *German* Gasthaus.

## Opposites

Many synonym sets are followed by one or more words that have the opposite meaning from the headword, often called 'antonyms'. There are several different kinds of opposite. *True* and *false* are absolute opposites, with no middle ground. Logically, a statement is either true or false: it cannot be slightly true or rather false. *Hot* and *cold*, on the other hand, are opposites with gradations of meaning: it makes perfectly good sense to say that something is rather hot or very cold, and there are a number of words (*warm*, *tepid*, *cool*) which represent intermediate stages. It makes sense to ask about something "How hot is it?" but that commits the speaker to the notion that it is hot at least to some extent. So *hot* and *cold* are at opposite ends of a continuum, rather than being absolutes.

For many words, such as *senile*, there is no single word that serves as an opposite, but the phrase *in the prime of life* does the job. In this title the broadest possible definition has been adopted, giving the maximum amount of information to the user. In some cases, a phrasal opposite is given for a phrasal subentry, e.g. *bottle things up* as an opposite for *let off steam*.

The antonyms given in this thesaurus are not the only possible opposites, but they are usually the furthest in meaning from the headword. By looking up the 'opposite' word as an entry in its own right, the user will generally find a much larger range of opposites to choose from. For example, the entry for *delete* includes:

**-OPPOSITE(S)** add, insert.

Both *add* and *insert* are entries in their own right and give synonyms such as *include*, *append*, and *interpolate*.

## Word links

The 'Word Links' sections at the end of certain entries supply words which are not

actual synonyms but which have a different kind of relation to the headword. For example, at *milk*, the adjective relating to milk is given (*lactic*); at *town*, the related adjectives *urban*, *municipal*, and the rarer *oppidan*. Examples of other types of relation include collective nouns (e.g. *school* at *dolphin*, or *cast* at *hawk*) and words for the male, female, or young of an animal (e.g. *leveret* at *hare*, or *tom*, *queen*, and *kitten* at *cat*), phobias (e.g. *arachnophobia* at *spider*), the study of a particular subject (e.g. *bryology* at *moss*), or a geometric figure with a given number of sides (e.g. *pentagon* at *five*).

Some 'word links' are prefixes or suffixes related to the headword, such as *photo-* at *light*, *cerebro-* at *brain*, and *-metry* at *measurement*; knowledge of prefixes and suffixes helps the user to understand many new or unfamiliar words, such as *photometry* and *cerebrospinal*.

### 'Choose the Right Word' notes

No two synonyms are exactly the same: they may have subtly different meanings or be used in different contexts. For instance, the words *blunt*, *candid*, *forthright*, *frank*, and *outspoken* are all synonyms of each other because they all have roughly the same meaning, but there are subtle differences. There are 120 'Choose the Right Word' notes devoted to explaining the differences in meaning between groups of close synonyms totalling well over 400. The distinctions are based on careful analysis of actual usage as recorded in the Oxford English Corpus (see **Linguistic Evidence** above). This analysis involved the most up-to-date computational techniques to sift large amounts of data, as well as traditional lexicographical analysis.

### Confusables

There are, in addition, 45 notes explaining the difference between pairs of words such as *militate* and *mitigate*, *flaunt* and *flout*, or *principal* and *principle*, that may cause difficulty because they are written or pronounced similarly but have different meanings.

### Word lists

The updated word list feature in *OTE* comprises over 400 lists designed to supplement the main entries. While the main entry for, say, *sport* gives synonyms

for *sport*—*game*, *recreation*, etc.—the list entitled 'Sports' gives the names of particular sports—*archery*, *badminton*, *curling*, *dressage*, etc. These lists make this thesaurus an invaluable aid to crossword-solving and a fascinating source of encyclopedic information on subjects as diverse as clouds, cocktails, marsupials, and martial arts. There are cross-references (➔) to these lists from appropriate words in the main text.

# Oxford Dictionary of Quotations

## Introduction (abridged)

In this new sixth edition of the *Oxford Dictionary of Quotations*, the comprehensive nature of its coverage has been extended and sustained. Since the fifth edition appeared in 1999, the *Dictionary*, first published in 1941, has celebrated its diamond jubilee. Earlier editions provided the foundations of the current edition, and these foundations are constantly added to with new material from the reading programme with which we monitor the language. Such new material includes not only high-profile utterances of the last few years (from 'axis of evil' to 'shock and awe'), but also, and excitingly, quotations from an earlier time which have acquired new resonance and currency.

A notable example of this occurred in the aftermath of '9/11', the terrorist attacks of 11 September, 2001, which destroyed the World Trade Center. In the debate on a possible invasion of Afghanistan, those opposed to intervention cited the words of John Quincy Adams, sixth President of the United States, who in 1821 gave it as his view that America 'goes not abroad in search of monsters to destroy'. A later President was also to be directly quoted. At an address in Washington National Cathedral, on 14 September 2001, George W. Bush stated that 'Today we feel what Franklin Roosevelt called the warm courage of national unity', reaching back to Roosevelt's first inaugural address of 4 March 1933.

At the end of the 20<sup>th</sup> century, events in the Balkans recalled Kipling's 19<sup>th</sup>-century war correspondent in *The Light that Failed*, who 'always opened his conversation with the news that there would be trouble in the Balkans in the spring.' What happened during the crumbling of the former Yugoslavia reminded us of the dreadful nature of civil war, but one aspect of its cruelty was highlighted over three centuries ago, when the Parliamentary General William Waller wrote to his Royalist counterpart (and old comrade) Ralph Hopton, 'With what a perfect hatred I detest this war without an enemy.' A few years later, another soldier of the time summed up the possible dangers of military victory. The Royalist Sir Jacob Astley, captured after a battle in 1646, said prophetically to his captors, 'Gentlemen, ye may now sit and play, for you have done all your work, if you fall not out among yourselves.'

It is fascinating to see similar ideas echoing across the centuries. 'The chief merit of

language is clearness, and we know that nothing detracts so much from this as do unfamiliar terms,' said Galen, the Greek physician of the 2<sup>nd</sup> century AD. In 1665, John Bunyan (alluding to the Authorized Version of the Bible) wrote that 'Words easy to be understood do often hit the mark; when high and learned ones do only pierce the air.' Anxieties about heavy taxes might be thought of as a more recent concern, but it was the Roman Emperor Tiberius who pointed out to his provincial governors that 'It is the part of the good shepherd to shear his flock, not skin it.' (Tiberius would presumably have agreed with the words attributed to Jean-Baptiste Colbert, chief minister to Louis XIV of France, 'The art of taxation consists in so plucking the goose as to obtain the largest possible amount of feathers with the smallest possible amount of hissing.')

The Machiavellian French cleric and statesman of the 17<sup>th</sup> century, the Cardinal de Retz, held the view that 'A man who does not trust himself will never really trust anybody.' Two centuries later we find in Goethe's *Faust* the line, 'Just trust yourself and you'll learn the art of living.' In the uncertain aftermath of the American Presidential election of 2000, when the exact nature of the vote in Florida was still being discussed, Bill Clinton commented, 'The American people have spoken...but it's going to take a little while to determine exactly what they said.' The remark would have been appreciated by the great 19<sup>th</sup>-century Conservative statesman, Lord Salisbury, who after a by-election in 1877 said wryly, 'One of the nuisances of the ballot is that when the oracle has spoken you never know what it means.'

Sometimes it is the precise wording of a quotation which is reworked. In 1931, Rudyard Kipling coined the phrase 'Power without responsibility.' In our own time, the Chilean writer Ariel Dorfman offers the revision: 'Responsibility without power, the fate of the secretary through the ages.'

The advisability of taking thought before committing oneself to a course is often pointed out. 'The closer these practical probabilities drive war toward the absolute...the more imperative the need not to take the first step without considering the last,' warned the Prussian military theorist Karl von Clausewitz. An earlier quotation, attributed to Edmund Burke, looks at the dangers of large-scale undertakings:

Those who carry on great public schemes must be proof against the most fatiguing delays, the most mortifying disappointments, the most shocking

insults, and, worst of all, the presumptuous judgements of the ignorant upon their designs.

We think of concern about the influence of spin-doctors to be a comparatively recent phenomenon, but John Buchan in *The Three Hostages* (1924) has a recognizable account of the process: 'Have you ever considered what a diabolical weapon that can be—using all the channels of modern publicity to poison and warp men's minds?' He described it as the most dangerous thing on earth, although happily in the long run (and having 'sown the world with mischief') self-defeating. Again, the accuracy of media reports is frequently criticized today, but it was in 1807 that Thomas Jefferson wrote, 'Nothing can now be believed which is seen in a newspaper. Truth itself becomes suspicious by being put into that polluted vehicle.'

Power has traditionally been seen as a dangerous commodity. 'Excessive dealings with tyrants are not good for the security of free states' said the Athenian statesman Demosthenes. In the sixteenth century, Thomas More warned that, 'Anyone who campaigns for public office becomes disqualified for holding any office at all.' On the other hand, Nathan Hale, the American revolutionary hanged as a spy by the British in 1776, thought that 'Every kind of service necessary to the public good becomes honourable by being necessary.' In the twentieth century Willy Brandt was determinedly optimistic: 'We want to risk more democracy.'

Some quotations reflect a personal passion. 'Good food is always a trouble and its preparation should be regarded as a labour of love,' said Elizabeth David in 1951, introducing her groundbreaking *French Country Cooking*. The English ceramic designer Susie Cooper pointed out, sensibly, the advantages of her chosen medium. 'Pottery...is a practical and lasting form of art. Not everyone can afford original paintings, but most people can afford pottery.' Another ceramic artist, Clarice Cliff, reflected, 'Colour seems to radiate happiness and the spirit of modern life and movement, and I cannot put too much of it in my designs to please women.' The sculptor Barbara Hepworth said of her own work, 'I rarely draw what I see—I draw what I feel in my own body.' The chemist Dorothy Hodgkin, a Nobel prizewinner, said of her early engagement in her subject, 'I was captured for life by chemistry and by crystals.' The French painter Paul Cézanne asserted, 'I will astonish Paris with an apple.'

A number of quotations bring the individuality (and story) of the speaker strongly to mind. 'I will not be triumphed over' said Cleopatra (according to the Roman historian Livy). 'Trifles make perfection, and perfection is no trifle' said Michelangelo (according to Samuel Smiles). Lord Melbourne, the Prime Minister who liked the Garter because there was 'no damned merit' about it, had a clear view of the management of higher education: 'Universities never reform themselves; everyone knows that.' Theodore Roosevelt likened the attempt to make an agreement with Colombia to trying to nail currant jelly to a wall. 'And the failure to nail currant jelly to the wall is not due to the nail. It's due to the currant jelly.' The explorer Ernest Shackleton thought that, 'Superhuman effort isn't worth a damn unless it achieves results.' Eleanor Roosevelt, speaking to the new President after the sudden death of her husband Franklin, said to Harry Truman, 'Is there anything we can do for you? For you are the one in trouble now.' The Canadian writer Robert MacNeil said of reading aloud to children, 'Parents can plant magic in a child's mind through certain words spoken with some thrilling quality of voice.'

The fifth edition, of 1999, for the first time gave proper place to the sacred texts of world religions other than Christianity. This was of course appropriate to a multicultural age, but it was fascinating to see how words and phrases from such sources were already permeating the English language. More contextual information was provided: because something is familiar to one section of our readership, we cannot necessarily assume that everyone will know it. We also responded to queries from readers by restoring proverbs and nursery rhymes (it has been clear from correspondence over the years that our readers expect to find this kind of material in the *Dictionary*).

The 1999 edition was also the first to be compiled online, and this fed back to the presentation of material: more navigational paths were provided for our readers, including a consciously generous system of cross-referencing. Particular categories of quotation, which in the main had previously been buried in the **Anonymous** section, were brought together in special category sections integrated into the main sequence: for example, **Advertising slogans** and **Newspaper headlines**.

The world of quotations is a kaleidoscopic one. What of the future?

The collection of quotations, and background material, will continue, and new information may be discovered relating even to apparently familiar sayings. The

comment on T. E. Lawrence, 'Always backing into the limelight', is traditionally attributed to Lord Berners, but we now know that a similar comment was made by George Bernard Shaw, and recorded in a contemporary source. The diaries of the German diplomat, Count Harry Kessler, tell of a meeting with Shaw in November 1929. Lawrence had apparently complained that every move of his was followed by the Press, eliciting the Shavian response, 'You always hide just in the middle of the limelight.' The information came to light just too late to be fully covered by this edition.

What will perhaps be considered the most famous soundbite of 2003 ('Ladies and gentlemen, we got him'—Paul Bremer on the capture of Saddam Hussein) was uttered after the book went to Press. Topical material will always be a problem, not least because we have a devoted, and protective, readership. Those who care for the *Dictionary* are, rightly, concerned for its quality: less rightly, they may then extrapolate the view that the inclusion of topical or ephemeral material is somehow likely to devalue an adjacent quotation from classical literature. While having the charge of an iconic reference book is properly a serious responsibility, we still need to remember that we are publishing for our own times. A quotations collection published in 2004 needs to include the highest profile quotations of the recent past, though with the awareness that by the time the next edition is published some of them will be dropped. In the interim, however, we cannot tell people what they should remember, or refuse to answer questions which they may reasonably ask.

In compiling the new edition, we have once more drawn on the resources of Oxford Quotations Dictionaries: our published texts (and the research which lies behind them), and our growing database of new quotations derived from our reading programme. As always we have benefited from the generosity of readers who take the trouble to write to us with questions, comments, and suggestions. Colleagues in the Reference Department have again put forward quotations encountered in work and leisure. Among those to whom we are particularly grateful for contributions of material or solutions to particular questions, we would like to thank Matthew Carter, Margot Charlton, Mike Clark, Susie Dent, Henry Hardy, Antony Jay, Ian Linton, Kirk Marlow, Nigel Rees, Ned Sherrin, Donald Smith, and Sarah Waldram. Finally, and most importantly, Susan Ratcliffe's editorial contribution has been of key importance in the preparation of this edition.

In his Introduction to the First Edition, Bernard Darwin envisaged typical readers of the *Dictionary* as 'friends by the fireside...indulging in a heated quoting-match', or as allies trying to solve a crossword puzzle. In 2004, readers are as likely to turn to it as a resource when trying to outdo a contestant on a television quiz show, solving a reference found while browsing the Net, or preparing for a presentation of their own. But although there are over sixty years, and infinite cultural and technological differences, between the worlds of the first and sixth editions, there is still a common thread: the fascination with words identified by Darwin in his opening sentence: 'Quotation brings to many people one of the intensest joys of living.' It is in response to this continuing fascination that we monitor the language and collect quotations. It is as always our aim to edit a text that for our own time will answer the key quotations questions, 'Who said that?' and 'What's been said about this?'

Elizabeth Knowles  
Oxford 2004

## How to use the Dictionary

The sequence of entries is by alphabetical order of author, usually by surname but with occasional exceptions such as members of royal families (e.g. **Diana, Princess of Wales** and **Elizabeth II**) and Popes (**John Paul II**), or authors known by a pseudonym ('**Saki**') or a nickname (**Caligula**). In general authors' names are given in the form by which they are best known, so that we have **Harold Macmillan** (not Lord Stockton), **George Eliot** (not Mary Ann Evans), and **H.G.Wells** (not Herbert George Wells). Collections such as **Anonymous**, the **Bible**, the **Book of Common Prayer**, the **Missal**, and so forth, are included in the alphabetical sequence. Some **Anonymous** quotations may be included in one of the special category sections (see below).

Author names are followed by dates of birth and death (where known) and brief descriptions; where appropriate, cross-references (➔) are then given to quotations about that author elsewhere in the text (*on Byron*: see ➔ **Lamb**). Cross-references are also made to other entries in which the author appears, e.g. 'see also ➔ **Epitaphs**' and 'see also ➔ **Lennon and McCartney**'. Within each author entry, quotations are separated by literary form (novels, plays, poems: see further below)



and within each group arranged by order of title, 'a' and 'the' being ignored. Foreign-language text is given for most literary quotations, or if it is felt that the quotation is familiar in the language of origin.

Quotations from diaries, letters, and speeches are given in chronological order and usually follow the literary or published works quoted, with the form for which the author is best known taking precedence. Thus in the case of political figures, speeches appear first, just as poetry quotations precede those in prose for poets, and poetry quotations come second for an author regarded primarily as a novelist.

Quotations from secondary sources such as biographies and other writer's works, to which a date in the author's lifetime can be assigned, are arranged in sequence with diary entries, letters and speeches. Other quotations from secondary sources and attributed quotations which cannot be so dated are arranged in alphabetical order of quotation text.

Within the alphabetical sequence there are a number of special category entries, such as **Advertising slogans**, **Catchphrases**, **Film lines**, **Misquotations**, and **Newspaper headlines and leaders**. Quotations in these sections are arranged alphabetically according to the first word of the quotation (ignoring 'a' and 'the'), and marked with a diamond symbol (◊). The special categories contained in this model are shown below:

Advertising slogans	Mottoes
Borrowed titles	Newspaper headlines and leaders
Catchphrases	Official advice
Closing lines	Opening lines
Epitaphs	Political slogans and songs
Film lines	Prayers
Film titles	Sayings
Last words	Songs, spirituals, and shanties
Military sayings, slogans, and songs	Telegrams
Misquotations	Toasts

Contextual information regarded as essential to a full appreciation of the quotation precedes the text in an italicized note; information seen as providing useful amplification follows in an italicized note. Each quotation is accompanied by a bibliographical note of the source from which the quotation is taken. Titles of published volumes (*Don Juan* by Byron and *David Copperfield* by Charles Dickens) appear in italics; titles of short stories and poems not published as volumes in their own right, and individual song titles, are given in plain type inside inverted commas ('Ode to a Nightingale' by John Keats and 'Both Sides Now' by Joni Mitchell).

All numbers in source references are given in arabic, with the exception of lower-case roman numerals denoting quotations from prefatory matter, whose page numbering is separate from the main text. The numbering itself relates to the beginning of the quotation, whether or not it runs on to another stanza or line in the original. Where possible, chapter numbers have been offered for prose works.

A date in brackets indicates first publication in volume form of the work cited. Unless otherwise stated, the dates thus offered are intended as chronological guides only and do not necessarily indicate the date of the text cited; where the latter is of significance, this has been stated. Where neither date of publication nor of composition is known, an approximate date (e.g. 'c. 1625') may indicate the likely date of composition. Where there is a large discrepancy between date of composition (or performance) and of publication, in most cases the former only has been given (e.g. 'written 1725', 'performed 1622').

Spellings have been Anglicized and modernized except in those cases, such as **Burns** or **Chaucer**, where this would have been inappropriate; capitalization has been retained only for personifications; with rare exceptions, verse has been aligned with the left hand margin. Italic type has been used for all foreign-language originals.

Sub-headings (shown between [ ] braces) have been used as a guide to novel titles under **Dickens**, for the names of books under the **Bible** (arranged canonically, not alphabetically), and for plays and poems under **Shakespeare**. **Anonymous** quotations are grouped by language.

Cross-references (➡) to specific quotations are used to direct the user to another related item. In each case a reference is given to an author's name or to the title of a special category entry. In some cases, the quotation may exist in two forms, or

may depend on an earlier source not quoted in its own right; when that happens, the subordinate quotation is given directly below the quotation to which it relates. Authors who have their own entry are typographically distinguished by the use of bold ('of William **Shakespeare**', 'by Mae **West**') in context or source notes.

## **Keyword Search**

The most significant words from each quotation can be traced via the Keyword Search function, allowing individual quotations to be accessed. The user can enter one or more keywords, up to a maximum of three. The results list will feature a short line from each of the quotations matching the search term(s), which can then be accessed in the usual way.

## In Europe:

This equipment complies with the requirements of Directive 89/336/EEC as amended by 93/68/EEC.

Dieses Gerät entspricht den Anforderungen der EG-Richtlinie 89/336/EWG mit Änderung 93/68/EWG.

Ce matériel répond aux exigences contenues dans la directive 89/336/CEE modifiée par la directive 93/68/CEE.

Dit apparaat voldoet aan de eisen van de richtlijn 89/336/EEG, gewijzigd door 93/68/EEG.

Dette udstyr overholder kravene i direktiv nr. 89/336/EEC med tillæg nr. 93/68/EEC.

Quest'apparecchio è conforme ai requisiti della direttiva 89/336/EEC come emendata dalla direttiva 93/68/EEC.

Η εγκατάσταση αυτή ανταποκρίνεται στις απαιτήσεις των οδηγιών της Ευρωπαϊκής Ένωσης 89/336/EOK, όπως ο κανονισμός αυτός συμπληρώθηκε από την οδηγία 93/68/EOK.

Este equipamento obedece às exigências da directiva 89/336/CEE na sua versão corrigida pela directiva 93/68/CEE.

Este aparato satisface las exigencias de la Directiva 89/336/CEE, modificada por medio de la 93/68/CEE.

Denna utrustning uppfyller kraven enligt riktlinjen 89/336/EEC så som kompletteras av 93/68/EEC.

Dette produktet oppfyller betingelsene i direktivet 89/336/EEC i endringen 93/68/EEC.

Tämä laite täyttää direktiivin 89/336/EEC vaatimukset, jota on muutettu direktiivillä 93/68/EEC.



Attention: Your product is marked with this symbol. It means that used electrical and electronic products should not be mixed with general household waste. There is a separate collection system for these products.

## A. Information on Disposal for Users (private households)

### 1. In the European Union

Attention: If you want to dispose of this equipment, please do not use the ordinary dust bin!

Used electrical and electronic equipment must be treated separately and in accordance with legislation that requires proper treatment, recovery and recycling of used electrical and electronic equipment.

Following the implementation by member states, private households within the EU states may return their used electrical and electronic equipment to designated collection facilities free of charge\*. In some countries\* your local retailer may also take back your old product free of charge if you purchase a similar new one. \*) Please contact your local authority for further details.

If your used electrical or electronic equipment has batteries or accumulators, please dispose of these separately beforehand according to local requirements.

By disposing of this product correctly you will help ensure that the waste undergoes the necessary treatment, recovery and recycling and thus prevent potential negative effects on the environment and human health which could otherwise arise due to inappropriate waste handling.

### 2. In other Countries outside the EU

If you wish to discard this product, please contact your local authorities and ask for the correct method of disposal.

For Switzerland: Used electrical or electronic equipment can be returned free of charge to the dealer, even if you don't purchase a new product. Further collection facilities are listed on the homepage of [www.swico.ch](http://www.swico.ch) or [www.sens.ch](http://www.sens.ch).

## B. Information on Disposal for Business Users.

### 1. In the European Union

If the product is used for business purposes and you want to discard it:

Please contact your SHARP dealer who will inform you about the take-back of the product. You might be charged for the costs arising from take-back and recycling. Small products (and small amounts) might be taken back by your local collection facilities.

For Spain: Please contact the established collection system or your local authority for take-back of your used products.

### 2. In other Countries outside the EU

If you wish to discard of this product, please contact your local authorities and ask for the correct method of disposal.

**SHARP**  
**SHARP CORPORATION**

PRINTED IN CHINA  
05EGK (TINSE0832EHZZ)